DOCUMENT RESUME

ED 157 244 EC 111 221

TITLE	Direction Service Model. Final Report.
INSTITUTION	Green (Del) Associates, Foster City, Calif.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	May 78
CONTRACT	300-77-0481
NOTE	205p.; Print on pages showing maps, some tables, and information in appendixes may be poor due to marginal print quality in original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Conceptual Schemes; Delivery Systems; *Demonstration Projects; Early Childhood Education; *Educational Programs; Elementary Secondary Education; *Federal Legislation; *Handicapped Children; *Models
IDENTIFIERS	*California (San Mateo County); *Direction Service Model; *Education for All Handicapped Children Act

ABSTRACT

Based on the experience of implementing a demonstration model entitled Direction Service Model (DSM) in San Mateo County (California), the report describes one approach that can be utilized in the implementation of a federal law such as P.L. 94-142, the Education for All Handicapped Children Act. An introductory section includes a listing of services provided by the model (such as dissemination of information to those working with handicapped children) and covers San Mateo County programs innovations (such as the team learning center, experimental program for hearing impaired preschoolers, adult school and home teaching, and modification of graduation requirements for special education students). Section II delineates the various steps taken by the DSM staff during the eight project tasks: establish an advisory board; formulate direction service model, procedures, and forms; establish brocure library; begin serving clients; discuss cases handled; establish a reference file on all San Mateo Agencies; setting up a permanent system; carry out public relation efforts; and contact other DSM projects. A final section provides a synopsis of the first year's activities from the individual's and system's perspectives. Appended materials include job descriptions and vitaes, a list of agencies who responded, and the DSM abstract. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157244

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EC

DIRECTION SERVICE MODEL

FINAL REPORT

OCTOBER 1, 1977 TO MAY 30, 1978

CONTRACT #300-77-0481

PREPARED FOR:

U.S. OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
WASHINGTON, D. C. 20202

SUBMITTED BY:

DEL GREEN ASSOCIATES
1131 CHESS DRIVE, SUITE 200
FOSTER CITY, CALIFORNIA 94404
(415) 574-4737

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jean Wofford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC111 221

FOREWORD

This report is based on the experience of implementing a demonstration model entitled Direction Service Model (DSM), in the County of San Mateo, California. This model, is one of twenty-five (25) initiated through a demonstration grant from the Office of Education, Bureau of Education for the Handicapped, Washington, D.C. Since its inception the project sought to pursue the cooperation and active involvement of school personnel, parents, communities, agencies, local, and state program offices and administrators. This close working relationships assured those seeking services from the DSM project with being provided with as many resources as there were available. Additionally, the project intended to demonstrate its effectiveness in identifying alternatives for the systematic matching of a handicapped child's needs with the proper mix of available services to match those needs. The San Mateo County Direction Service Model worked cooperatively with and within the 23 school districts found in the 19 cities which compose the San Mateo County. This cooperative junction included the close involvement of those working at the state and local level in the "Search and Serve" (child find) efforts in the State of California.

This report describes one approach that can be utilized to assist those who are in the process of implementing a Federal law, such as Public Law 94-142, but we hope that the experience of this first year, as distilled in this final report, will provide assistance to those communities seeking new or improved ways to help protect the rights of all children and their families.

TABLE OF CONTENTS

	Page
FOREWORD	
SECTION I - INTRODUCTION	1
Deletions	2
Revisions	3
Goal-1: - Hiring of Staff	4
Goal-2: - Finding a Location for Direction Service Model With the School System	4
Demography of San Mateo County - Historical Overview	6
Population and Ethnic Composition	8
Education	10
San Bruno Demography	12
SAN MATEO COUNTY PROGRAM INNOVATIONS	12
Team Learning Center - Sequoia Union High School District	14
Experimental Research Project, Sequoia Union High School District	14
Experimental Program for Hearing Impaired Minors, Eighteen Months to Three Years, San Mateo County	14
Experimental Program for Hearing Impaired Minors, Six Months to Eighteen Months, San Mateo County	15
Diversion Program Jefferson Elementary District	16
Success in Regional Occupational Programs, San Mateo Union High School District	16
Educationally Handicapped Students in a Sheltered Workshop, San Mateo Union High School District	16
Adult School and Home Teaching, San Mateo Union High School District	17
Joint Admission Committees with Feeder Elementary School District Representatives, San Mateo Union High School District	17
Modification of Graduation Requirements for Special Education Students, San Mateo Union High School District	18

Page

On-The-Job Training for Educationally Handicapped Students, San Mateo Union High School District 18

Experimental Program for Seriously Emotionally Disturbed, San Mateo County 19

Resource Teacher Model, Sequoia Union High School District 20

Career Centers - Sequoia Union High School District 21

Peer Counseling Programs, Sequoia Union High School District .. 21

City Hall Program, Sequoia Union High School District 21

Work Study, Sequoia Union High School District 21

Multi-Cultural Program, Sequoia Union High School District 22

Goal - 3: Volunteer Recruitment 22

SECTION II - INITIAL CONSIDERATIONS IN THE DSM IMPLEMENTATION . 22

Process of Implementation 24

TASK- I - Establish an Advisory Board 24

DSM Advisory Committee 27

TASK- II - Formulate Direction Service Model, Procedures and Forms 31

Development of Direction Service Model Forms 33

Form-1 Client Information Forms 34

Form-2 Client Goals and Objectives 38

Form-3 The Client Tracking Form 38

Form-4 Authorization for Release of Information ... 38

Form-5 Authorization of School Notification 38

Form-6 The School Notification Letter 44

Form-7 The Agency Notification Letter 44

Form-8 The Report of Meeting 44

Form-9 File Status Form 44

Form-10 Monthly Report Form 49

Development of DSM Procedures 49

	Page
TASK-III Establish Brochure Library	49
TASK-IV Begin Serving Clients	52
The Intake Process	53
General Process	53
Level-I Case Process	54
Level-II Cases	54
Level-III Cases	57
TASK-V Discussion of Cases Handled	58
DSM Clients Charts	58
TASK-VI Establish a Reference File on all San Mateo Agencies	73
Setting Up a Permanent System	80
TASK-VII Public Relation Efforts	81
Abstract	83
TASK-VIII Contact with other DSM Projects	84
SECTION III SYNOPSIS OF THE FIRST YEAR	85
Individual's Perspective	86
System's Perspective	86

APPENDICES

APPENDIX A - JOB DESCRIPTIONS AND VITAES

APPENDIX B - WRITTEN LETTERS OF SUPPORT, SAN MATEO COUNTY

APPENDIX C - AGENDAS OF ADVISORY COMMITTEE MEETING AND LIST OF ATTENDEES

APPENDIX D - LIST OF ATTENDEES TO OPEN HOUSE

APPENDIX E - ENROLLMENT NUMBER OF CHILDREN IN SPECIAL EDUCATION PROGRAMS IN SAN MATEO SCHOOLS

APPENDIX F - LIST OF AGENCIES WHO RESPONDED

APPENDIX G - MCBEE KEY SORT SYSTEM

APPENDIX H - AGENCY INFORMATION FOR MCBEE SYSTEM

APPENDIX I - LETTERS OF SUPPORT

APPENDIX J - LIST OF MEETINGS WITH KEY AGENCIES

APPENDIX K - PUBLICITY, NEWSPAPER CLIPPINGS

APPENDIX L - DIRECTION SERVICE MODEL ABSTRACT

APPENDIX M - DIRECTION SERVICE MODEL CONFERENCE AGENDA PACKAGE

TABLE OF CHARTS

Table		Page
1	The Direction Service Model A Multidisciplinary Design	25
2	Linkages Between the Advisory Committee, The Community, The Schools, And The State Search and Serve Efforts	30
3	Client - City Chart	60
4	Weekly Client Intake Chart	61
5	Client - Information Request Chart - Level I, II, III	63
6	Client - Information Request Chart - Level I	64
7	Client - Information Request Chart - Level II	65
8	Chart - Information Request Chart, Level III	66
9	Level-I and Level-II Client Intake Chart	67
10	Age and Sex of Clients - Level-II	69
11	Sources Where Client Heard About DSM	70
12	Handicapping Conditions - Level I, II, III	71
13	Handicapping Conditions - Summary	72

SECTION I

INTRODUCTION

The passage of Public Law 94-142 (The Education of All Handicapped Children Act) guaranteed every child with a handicapping condition the right to a comprehensive education which met their individual needs and aspirations.

On October 1, 1977, the U.S. Office of Education, Bureau of Education for the Handicapped (USOE/BEH), Washington, D. C., awarded a three (3) year contract to Del Green Associates (DGA), a minority owned, multi-ethnic, multilingual, multi-disciplinary firm; to establish a Direction Service Model (DSM) which would encompass the following services:

1. Provide information to parents, guardians, teachers, and those working with handicapped children. This provision of information would demonstrate a matching of the child's service needs to available services.
2. Develop and maintain systematic, cooperative and coordinated linkages with education agencies (SEA's and LEA's) as well as other agencies, institutions and organizations offering services to handicapped children and youth.
3. Document this demonstration process so that potential replicable models could be identified and assessed.

The initial proposal format of the model as it was submitted to the OE/BEH office prior to funding was quite comprehensive for it proposed

to carry out the following:

1. Develop a one-stop general information service.
2. Provide general information and referral services.
3. Provide outreach, recruitment, identification, and screening of handicapped children.
4. Provide assessment, diagnosis, treatment and follow-up services.
5. Promote community involvement.
6. Carry out case conferences and individualize program.
7. Compile and dissiminate information about agencies, their location, and their eligibility requirements.

However, based on discussion with the USOE/BEH Project Officer at the time of contract negotiations the following deletions and revisions to the model's approach were made:

Deletions

1. To delete the identification, collection and maintenance of an up-to-date resource library of brochures, pamphlets, journals, reprints, film catalogues, professional organization association, legislations and latest educational trends in research pertaining to handicapped conditions to be available at all times on a "check out" and return basis to teachers and parents.

2. To delete a monthly training session for parents, and school personnel of a sample of five model schools. This training was to encompass the major handicapping conditions, identifying matching resources and their usage. To also delete the

usage of outside local resources to compliment the model staff's areas of expertise in the conduct of these sessions.

3. To delete the provision of limited services in the way of assessment, diagnosis, and treatment to the children of the sample five model schools in the area of speech/ language disorders.
4. To delete the hiring of two half-time speech pathologists English/Spanish which would have provided direct services to children.

Revisions

1. Provide additional clarification on documentation procedures.
2. Provide more information and description of the DSM relationship with the Public School System.
3. Provide more information on how the model will deliver direction services and;
4. Provide more information on how the data base of service providers will be developed to match the needs to services.

Upon receipt of approval of all deletions and revisions from the OE/BEH Project Officer, the following initial goals were carried out:

1. Hiring of staff for DSM.
2. Finding a location for the DSM within the San Mateo County school system.
3. Recruiting a local volunteer to assist in the DSM implemention.

Goal - 1: Hiring of Staff

In addressing this first goal Del Green Associates (DGA) searched for individuals who were experienced, sensitive, and committed to securing appropriate services for handicapped individuals and establishing agency linkages and follow-up procedures. The staff was to be directly accountable to the Project Director in the conduct of all activities. Their prime responsibility was to maintain accurate, consistent up-to-date records without disregarding the necessity to provide humane and personalized services to all clients. For those reasons a team of highly skilled professionals experienced in the fields of specialized services for handicapped children, child development, early childhood education, curriculum development, adaptation and staff training were hired on October 1, 1978.

Dr. Jean E. Wofford, became the Project Director of the Direction Service Model (DSM), Ms. Mary Ann Newcomb, the Project Site Coordinator (the latter part of the contract year (April 28, 1978), Ms. Newcomb's position was left vacant and Ms. Carmen Anthony became the new Project Site Coordinator). Mr. John M. Chavez, the Resource Specialist, and Ms. Poppy Rawley, the Case Load Coordinator and Administrative Assistant. (See Appendix A for job descriptions and Vitaes).

Goal - 2: Finding a Location for Direction Service Model within the School System.

The finding of a suitable location for the DSM was at first quite complicated. During the writing of the proposal for the DSM, the city of Oakland was chosen as a possible Direction Service site. This city was chosen because it had the largest low-income minority community in

the San Francisco Bay Area. Del Green Associates (DGA) felt that the linkages proposed by the DSM between the home, the school, and the community agencies would benefit the entire citizenry.

At first, in meeting with the Director of Special Education, of the Oakland Unified School District, the impression was given to Dr. Wofford that Oakland was receptive to the model and that they found it beneficial to their efforts. For reasons not disclosed the Oakland Unified School District notified the USOE/BEH that Oakland was not interested in hosting the DSM.

A futile attempt was made to ask Oakland school officials to re-consider their decision or discuss with DGA their reasons for their sudden withdrawal. All these efforts were in vain so a new site was identified with the OE/BEH Project Officer's approval.

On October 7, 1977, Dr. Jean E. Wofford, DSM Project Director, met with Dr. William L. Gainer, Director of Special Education and Assistant Superintendent of San Mateo County, Office of Education to discuss the DSM and its implementation in San Mateo County. At the conclusion of the meeting, Dr. Gainer personally expressed enthusiasm and interest in having the model. Dr. Herm Neufeld, Administrative Assistant in the Special Education Division was assigned by Dr. Gainer to assist DSM in obtaining office space. On November 2, 1977 a written letter of support and a tentative site location were sent by the San Mateo County Office of Education to DSM staff. (See Appendix "B").

Thanks to the support of the San Mateo County Office of Education and the willingness of Mr. William Jennings, Superintendent of the San Bruno Park Elementary School District, the site for the model was

finally approved by the San Mateo County Office of Education on November 15, 1977. The model site was designated to be located in the northern sector of San Mateo County, in the San Bruno Park Elementary School District Office, 500 Acacia Avenue, Room 10, San Bruno, Ca. 94066.

The Direction Service Model (DSM) has been chosen by the San Mateo County Office of Education for its site to demonstrate how public schools, with identified support services (Federal, State and Local), and direction, can expand, improve and maximize the utilization of school personnel and parents in the identification and provision of educational and other related services to handicapped children and youth.

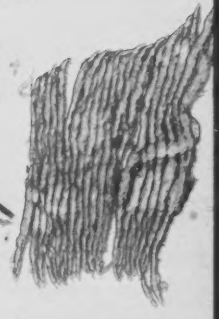
The following provides a brief demographic data for San Mateo County, and the city of San Bruno, where the site is located.

Demography of San Mateo County

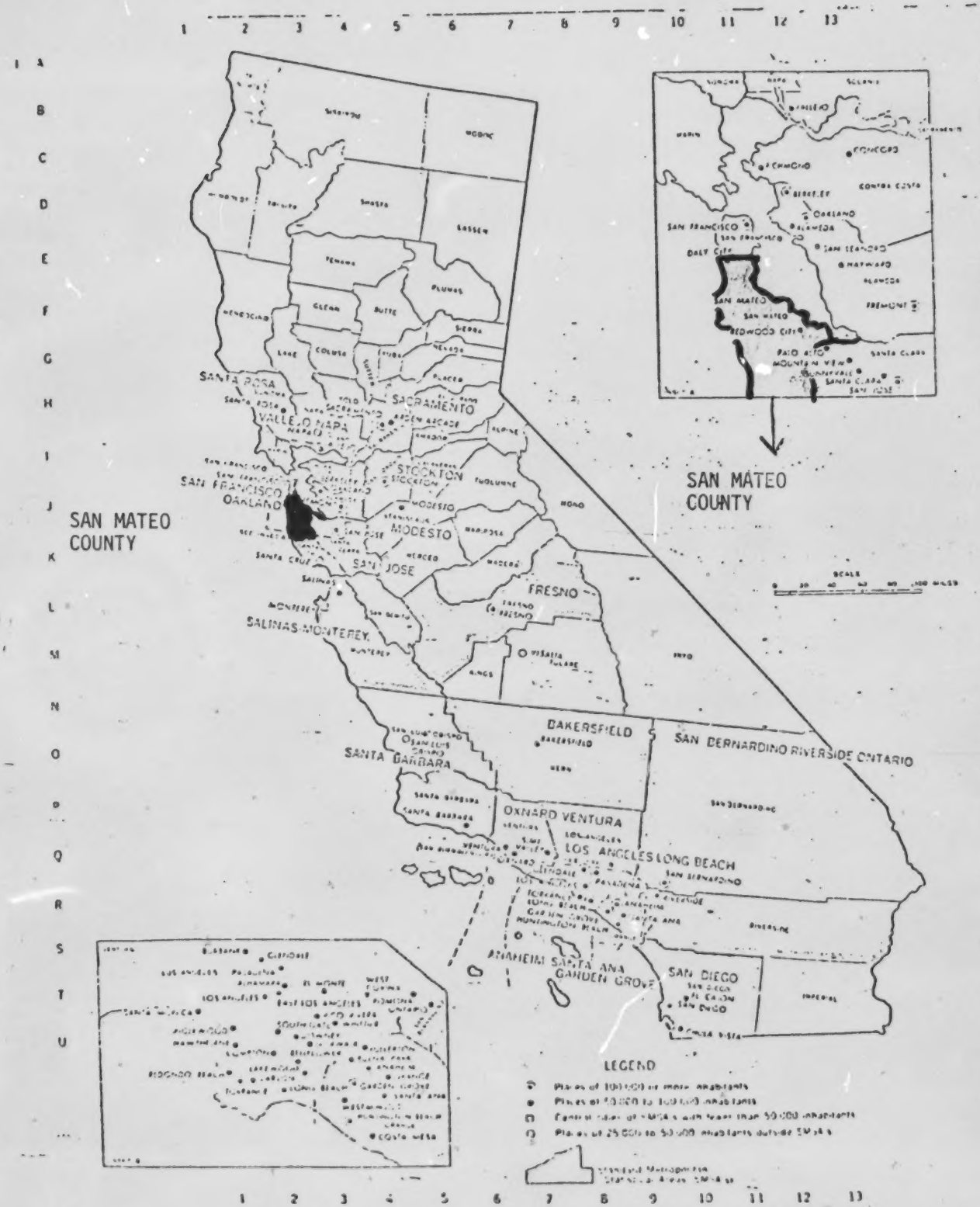
Historical Overview

On April 19, 1856, San Mateo was created from territory which was originally a part of San Francisco County. By adding territory from Santa Cruz County in 1868, the county was re-organized and enlarged.

At the present time, San Mateo County is the second smallest County in the State; San Francisco has the distinction of being the smallest. San Mateo County has a 554 square mile boundary and a population of 612,822 according to the California Statistical Abstract from the State of California, 1976. There are nineteen (19) cities within the county with population varying from 4,760 for Woodside to 72,500 in Daly City (See Map I).



MAP 1

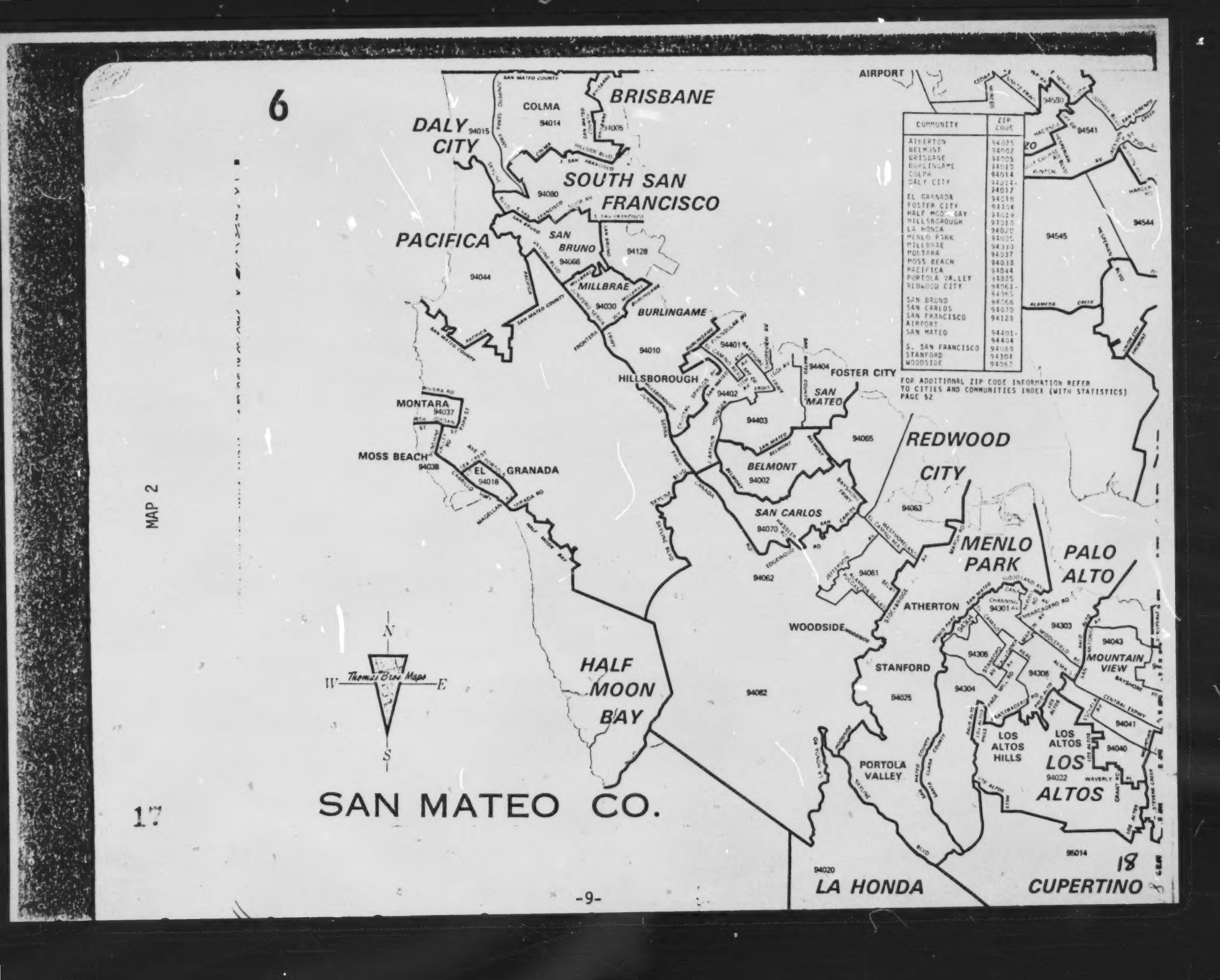

SAN MATEO COUNTY
SAN MATEO COUNTY
SANTA ROSA
SACRAMENTO
VALLEJO NAPA
STOCKTON
SAN FRANCISCO OAKLAND
MODESTO
SAN JOSE
FRESNO
SALINAS-MONTEREY
BAKERSFIELD
SANTA BARBARA
OXNARD VENTURA
LOS ANGELES LONG BEACH
SAN BERNARDINO RIVERSIDE ONTARIO
ANAHEIM SANTA ANA GARDEN GROVE
SAN DIEGO
LEGEND

The Northern border of San Mateo County is the county of San Francisco, and is bordered on the Southern side by Santa Clara County. Its Eastern border is the waters of San Francisco Bay and to the West is 57 miles of border off the Pacific Ocean (See Map 2).

In California, the county of San Mateo has been labelled as a "well-to-do, suburban" residential county which is misleading since social and economic indexes do not take into consideration that there are areas of outstanding deprivation that cover sectors of the county. In San Mateo county, the selection of poverty areas are not quite obvious. This is due to the pattern of development which identified homes of a particular building year and price class into closely similar "tracts". It is possible to have widely differing types of housing development in a single census tract. Since much of the data about San Mateo has been expressed as averages or rates, an extremely poor area may be masked by the preponderance of more affluent neighbors. A large portions of the county's sectors are still poor, no matter how adequate the "average" may appear. In any analysis of the county and the San Bruno area the above mentioned points should be kept in mind.

Population and Ethnic Composition

The population growth of San Mateo County, as is true of the entire Bay Area, rapidly increased in the 1950's and early 1960's. In the 1970's the formation of the new household decreased as the population


6
MAP 2
17
18
AIRPORT
BRISBANE
COLMA
94014
DALY CITY
94015
SOUTH SAN FRANCISCO
94080
PACIFICA
94044
SAN BRUNO
94066
94128
MILLBRAE
94030
BURLINGAME
94010
HILLSBOROUGH
94402
FOSTER CITY
94404
SAN MATEO
94401
94403
94065
REDWOOD CITY
94063
BELMONT
94002
SAN CARLOS
94070
MENLO PARK
94061
PALO ALTO
ATHERTON
94301
WOODSIDE
94062
STANFORD
94025
94305
94304
94306
MOUNTAIN VIEW
94043
94041
94040
LOS ALTOS HILLS
LOS ALTOS
94022
LOS ALTOS
PORTOLA VALLEY
94028
MONTARA
94037
MOSS BEACH
94038
EL GRANADA
94018
HALF MOON BAY
94082
LA HONDA
94020
CUPERTINO
95014
94541
94544
94545
Thomas Bros Maps
N
S
E
W
SAN MATEO CO.
-9-
COMMUNITY | ZIP CODE
ATHERTON 94025
BELMONT 94002
BRISBANE 94005
BURLINGAME 94010
COLMA 94014
DALY CITY 94014-94017
EL GRANADA 94018
FOSTER CITY 94404
HALF MOON BAY 94019
HILLSBOROUGH 94010
LA HONDA 94020
MENLO PARK 94025
MILLBRAE 94030
MONTARA 94037
MOSS BEACH 94038
PACIFICA 94044
PORTOLA VALLEY 94028
REDWOOD CITY 94061-94065
SAN BRUNO 94066
SAN CARLOS 94070
SAN FRANCISCO 94128
AIRPORT
SAN MATEO 94401-94404
S. SAN FRANCISCO 94080
STANFORD 94305
WOODSIDE 94062
FOR ADDITIONAL ZIP CODE INFORMATION REFER TO CITIES AND COMMUNITIES INDEX (WITH STATISTICS) PAGE 52

slowed down. The general Bay Area including San Mateo is expected to remain high in population density and to continue on the increase but at a less dramatic rate than here-to-fore.

San Mateo's population is primarily comprised of white, English speaking persons (91.3%). The largest minority is white, Spanish speaking (11.3%). Blacks, Japanese, Filipino, Chinese, American Indian, and other races combine to represent the balance of the county's population (8.7%). The majority of the school population is white and English speaking. However, the county is very much aware of the existence and educational needs of its minority members.

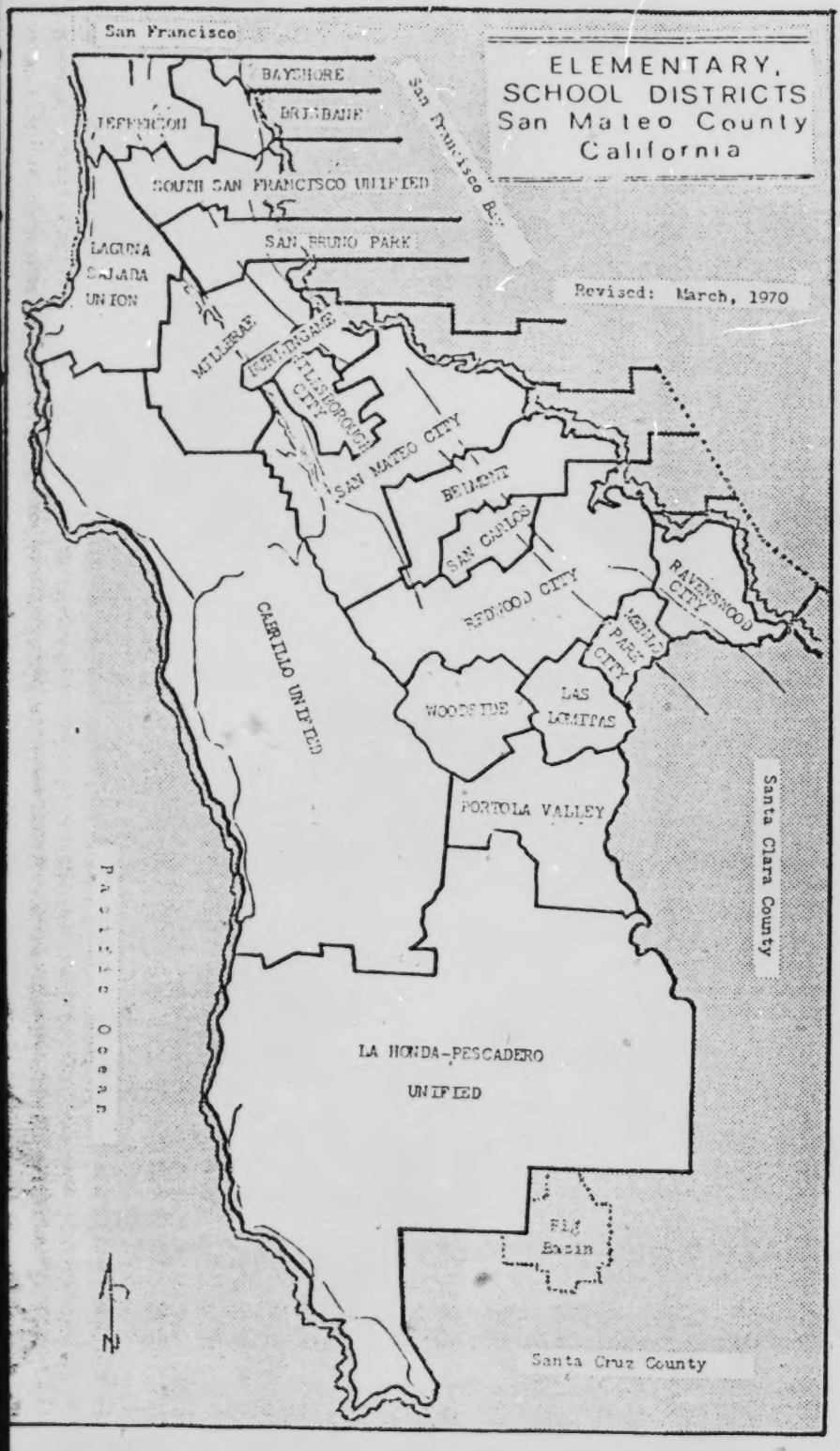
Education

Located within the Bay Area is a broad range of public and private higher institutions of education, and although few of them are located within the county boundaries, many are within commuting distance for San Mateo County residents. These include the University of San Francisco, San Francisco; Stanford University, Palo Alto; University of Santa Clara, Sunnyvale; California State University, San Jose; and University of California, Berkeley. Three (3) San Mateo Community Colleges located within the county. A total of 18,008 students attended the San Mateo Community College in 1976.

The San Mateo School Districts have a total of 172 elementary schools, 4 junior high schools, 22 high schools, and 4 continuation high schools. There are 1,856 high school teachers and 3,604 elementary teachers on staff.

A map of San Mateo County depicting the twenty-three (23) school districts is on the following page.

MAP 3



SAN MATEO COUNTY SCHOOL DISTRICTS – Governin, Boards, District Pers

- Bayshore Elementary District
- Belmont Elementary District
- Brisbane Elementary District
- Burlingame Elementary District
- Cabrillo Unified District
- Hillsborough City Elementary District
- Jefferson School District
- Jefferson Union High School District
- Laguna Salada Union Elementary School District
- La Honda-Pescadero Unified District
- Las Lomitas Elementary District
- Menlo Park City Elementary District
- Millbrae Elementary District
- Portola Valley Elementary District
- Ravenswood City Elementary District
- Redwood City Elementary District
- San Bruno Park Elementary District
- San Carlos Elementary District
- San Mateo City Elementary District
- San Mateo County Community College District
- San Mateo Union High School District
- Sequoia Union High School District
- South San Francisco Unified District
- Woodside Elementary District

San Bruno Demography

San Bruno is a small city located 505 miles north of Los Angeles and 12 miles south of San Francisco. It is situated on the San Francisco Peninsula, 14 miles north of the County Seat, Redwood City, and directly adjacent to the San Francisco International Airport. (See Map 4).

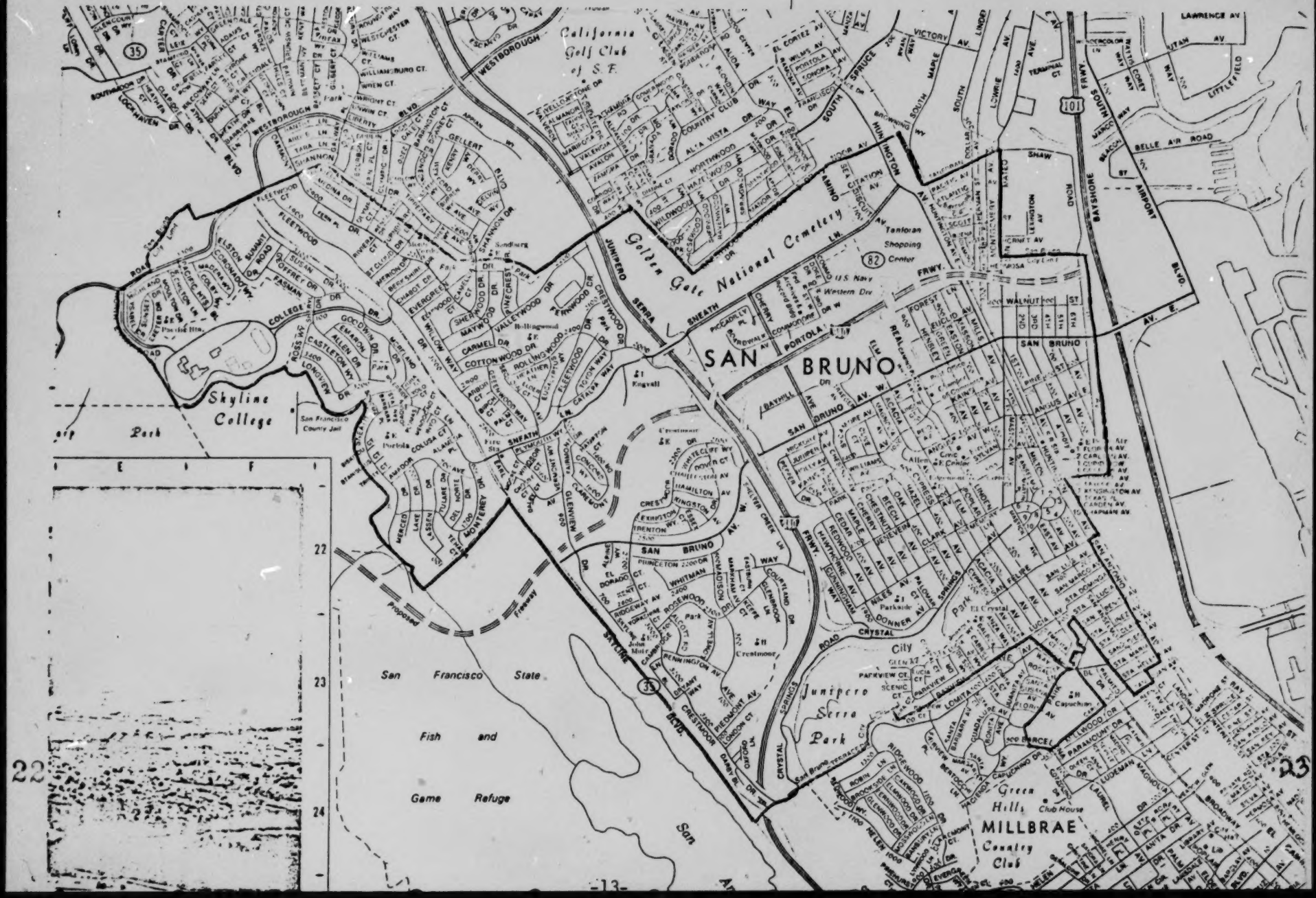
San Bruno is approximately six (6) square miles in size. It is the fifth (5) largest of the nineteen (19) cities in San Mateo County and the 85th largest of over 400 cities in California. The population is currently 39,100.

The education facilities in San Bruno are some of the finest available. There are twelve (12) elementary schools, two (2) junior high schools and three (3) high schools serving the residents of the city. There are also special schools and programs designed to work with the families of handicapped children. A recent addition is Skyline College, one of three community colleges in the San Mateo Junior College District.

SAN MATEO COUNTY PROGRAM INNOVATIONS

There are twenty-three (23) school districts operating in San Mateo County which have a number of special innovation projects which add tremendously to the quality and scope of the educational program offered to the students involved in special education. It is apparent by these exciting educational ventures that the county and the districts are involved in at present that there is a commitment to creative education.

MAP 4


SAN BRUNO
Golden Gate National Cemetery
California Golf Club of S.F.
Skyline College
San Francisco State
Fish and
Game Refuge
Junipero Serra Park
Green Hills Country Club
MILLBRAE
Tanforan Shopping Center
Proposed Freeway
Park
City
Creekmoor
Crestmoor
Kingwall
Parkside
Allen Civic Center
Shaw Road
Belle Air Road
Lawrence Av
Victory Av
Westborough
Junipero Serra
Sneath
Crystal Springs
Skyline Blvd.
Bayshore Freeway
San Bruno Av
Huntington
Spruce
Maple
Lowrie
Linden
Walnut
Forest
Elm
Acacia
Anita
Aspen
Cypress
Hazel
Oak
Beech
Chestnut
Maple
Cedar
Redwood
Hawthorne
Cunningham
Donner
Crystal
Glenview
Monterey
College
Fleetwood
Elston
Coronado
Pacific
Colby
Ridgeway
Rosewood
Whitman
Princeton
Trenton
Kingston
Hamilton
Crestmoor
Bennington
Gellert
Sharon
Evergreen
Sherwood
Maywood
Carmel
Cottonwood
Rolling Hills
Valley Wood
Pinecrest
Crestwood
Willow Way
Cumberland
Godeman
Emerson
Allen
Castleton
Longview
Ross Way
Merced
Lassen
Tulare
Del Norte
Colusa
Alameda
Amador
Calaveras
Tuolumne
Mariposa
Modesto
Fresno
Stockton
Sacramento
Yosemite
Sierra
Shannon
Sunset
Riviera
Merion
Chabot
Fairmont
Fairway
Northwood
Hillwood
Alta Vista
Country Club
Granada
Alameda
Ardilla
Alida
Ramona
Valencia
Avalon
Catalina
Concord
Clarion
Lenox
Princeton
Rosemont
Piedmont
Oakdale
Bayhill
Sylvan
Mills
Easton
Miles
Palomar
Springs
Lucia
Parkview
Scenic
Lomita
Santa Barbara
Monte Vista
Paramount
Ridgewood
Glenwood
Elmwood
Rosewood
Brookside
Robin
Helen
Evergreen
Laurel
Ludeman
Magnolia
Broadway
Alvita
Palm
Cabrillo
Capuchino
Crestmoor
Oakdale
Bayhill
Sylvan
Mills
Easton
Miles
Palomar
Springs
Lucia
Parkview
Scenic
Lomita
Santa Barbara
Monte Vista
Paramount
Ridgewood
Glenwood
Elmwood
Rosewood
Brookside
Robin
Helen
Evergreen
Laurel
Ludeman
Magnolia
Broadway
Alvita
Palm
Cabrillo
Capuchino
E
F
22
23
24
13

Below are the titles and brief project descriptions for a number of special projects available to the special education students at the county and district levels.

Team Learning Center - Sequoia Union High School District

The Team Learning Center is a diagnostic prescriptive program. The program is based upon the Castro Valley model, which has been modified based upon the needs of the secondary students. It facilitates the district courts orders to de-segregate. The centers have been set up in three of the district's six (6) high schools. There are plans to set up another center in a fourth school within the next year with ESAA funds. The continuing education school and two other regular high school programs are presently preparing to provide the same service. With the advent of the Master Plan for Special Education, the goal is to use the Team Learning Center to screen students for the school appraisal team in all schools throughout the county.

Experimental Research Project - Sequoia Union High School District

This State approved, State funded research project studies the effectiveness of the utilization of Team Learning Center assessments and individual education plans on secondary students in Menlo Atherton High School.

Experimental Program for Hearing Impaired Minors - Eighteen Months to Three Years - San Mateo County

This parent-child oriented program, under EC6812.7, began in

1971. It is based upon the belief that deaf and hard of hearing children, aged eighteen months to three years, who are provided an early intervention program will demonstrate a higher level of development than those who have not had any intervention. To assist parents in coping with and meeting the needs of their children, counseling is provided for the parents of these children. In addition to the nursery school is a home-teaching program. To facilitate the normal development of the total child, emphasis is placed on language, speech, and cognitive development.

Experimental Program for Hearing Impaired Minors - Six Months to Eighteen Months - San Mateo County.

Under EC6817, this program began in September, 1976. With the exception that it is limited to home visits, the emphasis is the same as the program described above. It currently has a total of ten (10) children enrolled.

Both program are alike in that the parents hold regular group meetings with the social worker as well as receiving individual counseling such as genetic counseling with the University of California, and services from the Mental Health Services for the deaf. Parents are accompanied by the teacher to appointments with professionals who are involved with their individual families. Transportation to the program is provided for those children who are mature enough to attend nursery school. The experimental nature of the program allows for flexibility to meet the individual needs of the children.

Diversion Program - Jefferson Elementary District

For the pre-delinquent individuals, i.e., incorrigible behavior disorders from the ages of thirteen to eighteen, the Jefferson Elementary District offers a diversion program. Parent/child counseling, agency referrals and crisis intervention for both parents and students are provided.

Success in Regional Occupational Programs -
San Mateo Union High School District

As an alternative to the district's vocational education programs and county operated regional occupation programs, junior and senior educationally handicapped students who are having difficulty succeeding in such programs are assigned to home instruction. In addition, the home teacher is used as a co-teacher within a regional occupational program class to reinforce the learning that takes place. In order to prepare the students for a particular occupational program in which they are involved and to assist them in their "academic" course work a home teacher is assigned. The ratio is generally one home teacher to three (3) students.

Educationally Handicapped Students In A Sheltered Workshop -
San Mateo Union High School District

For the students who have been diagnosed as being profoundly developmentally disabled, there is a need to provide extensive transitional support to adulthood. Many educationally handicapped students are able to maintain part-time jobs or be

involved in other career education activities. However, there is approximately twenty percent (20%) of the students involved in the educationally handicapped program which will require additional services.

The San Mateo Union High School District has no shelter workshops and is unable to reimburse the physically disabled and mentally retarded students for such work. The County, therefore, using its own funds, attempts to teach the students how to: work along with other students in a work setting, punch a time clock, take orders from supervisors, and to understand that income is related to production. This is not a career goal activity but is considered to be a work training experinece.

Adult School and Home Teaching - San Mateo Union High School District

Students desiring a diploma who have a part-time job and unable to attend regular day school can attend evening courses once or twice a week in addition to being assigned to home instruction. The Admissions and Discharge Committee is responsible for reviewing the individual cases to determine whether this is appropriate. Home instruction may take place in the home, a church school, a public library or at a sheltered workshop.

Joint Admission Committees With Feeder Elementary School District Representatives - San Mateo Union High School District

Five separate elementary school districts feed into the San Mateo Union High School District. The feeder elementary schools recommend about seventy (70) educationally handicapped students for continuation in high school educationally handicapped programs. The Admissions and Discharge Committee meets annually in March, to review applications of the nominees which have been submitted in January. Psychologists, special education teachers and parents meet with the committee at the high school site to assist in the screening process.

Modification of Graduation Requirements for Special Education Students - San Mateo Union High School District.

A proposal from the special education teachers was adopted by the School Board which is a "modification of graduation requirements." The policy allows for students who are failing a course which impairs their ability to acquire the needed two hundred units to graduate to substitute a course which would be more relevant to their life's goal. The Admissions and Discharge Committee is responsible for reviewing each case to determine whether the student is to be allowed to substitute a course or receive work experience credit.

On-The-Job Training For Educationally Handicapped Students - San Mateo Union High School District

A fund is available to subsidize half of the entering wage of a retarded student in an employment situation. (The educationally handicapped and physically handicapped are not included in this program). The Burlingame Rotary Club financially supports the

educationally handicapped students at the Burlingame High School. The NARCH-OJT System is the model for this program in terms of format, procedures, and operations. It has been determined that the first three hundred and twenty hours of employment which is subsidized by the fund greatly encourages the employer to hire a disabled student on a job.

Experimental Program for Seriously Emotionally Disturbed - San Mateo County

The purpose of this three year state funded effort is to determine if seriously emotionally disturbed children can be maintained on a regular school campus without having to resort to grueling procedures. Secondly, the program is attempted to ascertain whether or not a student involved in such a program might be able to eventually make a successful transition to a district program or other special education programs.

Twenty one (21) seriously emotionally disturbed children were selected at the inception in 1975. The Vineland Social Maturity Scale, WRAT, behavioral progression characteristic chart, staff observation notes and parent questionnaires were all used in the selection process. An operations committee composed of principals, clinical psychologists, school psychologists, psychiatrists, social workers, teachers, teacher's aides and school nurses were involved in planning a prescriptive teaching program. Behavioral and learning objectives were set for the individual students after conferences with their parents.

The school psychologist, the clinical psychologist and the social worker carried out the daily class room instructional program and weekly observations. Also, a weekly conference was held by the teaching staff, social worker, clinical psychologist and school psychologist. Prescribed activities were evaluated for appropriateness and revisions were made in the individual plans for the students. Bi-monthly conferences with the psychiatrist and total staff revised objectives if appropriate and generally reviewed the progress of each pupil. Observations on each student was done bi-monthly by the psychiatrist. To facilitate the carry over of school related objectives to the home environment, monthly in-home observations and parent conferences were held by the social workers.

In the spring of each year post-testing was done with the same instruments mentioned above. The data was compiled and the growth rate was measured on the various instruments used in the preparation of an evaluation report. Parental attitudes were included in the initial report of results submitted in September, 1976. The subsequent reports for September, 1977 and 1978 are to be prepared and submitted in the near future.

Resource Teacher Model - Sequoia Union High School District

This experimental program, which is in its third year at Woodside High School, utilizes a resource teacher model which provides for both consultation to regular class teachers as well as diagnostic prescriptive input.

Career Centers - Sequoia Union High School District

In each of the six (6) high schools in the district, special education students make use of Career Centers. Vocational guidance assistance is provided by a full-time paraprofessional in addition to special materials for handicapped students.

Peer Counseling Programs - Sequoia Union High School District

Woodside High School provides for a special peer counseling program for educationally handicapped students. The program concept will be extended to reach the other high school districts next year.

"City Hall" Program - Sequoia Union High School District

"City Hall" Programs for educationally handicapped students are located in two high schools. The programs, which were at one time considered to be experimental, are presently ongoing special classes providing alternatives to the usual educationally handicapped program options. The student spends the morning in a special education class held in City Hall and the afternoon on a job provided for by the Menlo Park and San Carlos City Halls. This is the programs third year, with very positive results.

Work Study - Sequoia Union High School District

This is an on-campus work study program for educable mentally retarded students in the district's three classes. VEA funds are used to support this program, with students being paid to learn skills such as custodial work.

Multi-Cultural Program - Sequoia Union HIgh School District

The Multi-cultural Programs benefit the special education students in response to the district's desegration integration plan. These programs are very active. There is an open transfer plan to stimulate enrollment of black students in all of the high schools. Minority students, therefore, are spread as evenly as possible throughout the district's special education programs.

Goal - 3: Volunteer Recruitment

To increase the efficienty of operation in the DSM office the participation of a volunteer(s) were sought. Letters were addressed to School of Education, Social Welfare, and Special Education Departments at every University and State College in the San Francisco Bay Area, asking them for students in their departments who would be interested in volunteering.Additionally, ads were placed in the local San Mateo neighborhood publications, and contact was made with agencies such as to work in the DSM and contact was made with the local Volunteer Bureau. Within days after the ads were placed in the neighborhood publications, Ms. Pearl Moore contacted our office and expressed her desire to work with the DSM project. Ms. Moore visited the site and after learning about the DSM project, she agreed to become part of the team. She has been in the DSM project since the early part of January, 1978, working five days a week, 8:30 a.m. - 4:30 p.m.

SECTION II

INITIAL CONSIDERATIONS IN THE DSM IMPLEMENTATION

Del Green Associates (DGA) in setting up the design of the DSM

took into consideration that the model to be successful needed to consider perspectives which met the individual and the systems. By this it is meant that the model needed to develop priorities approaches which would compliment the needs and recognize the limitations of all. For those reasons the individuals perspectives were addressed in the following fashion:

1. Developing a one-stop, general information services.
2. Maintaining a multi-disciplinary perspective.
3. Emphasizing a temporal, dynamic, non-static, orientation.
4. Creating a distinct administrative role and functions.
5. Maintaining each individuals service information need.
6. Fostering client participation in the DSM.
7. Fostering the human personal dimension.

The system's perspectives were addressed in the following fashion:

1. Fostering comprehensiveness of service scope.
2. Serving all handicapped youth in the local region.
3. Concentrating on evaluation from the individual perspective.

The importance in having adhered to these processes mentioned above which considered both the individual and systems perspectives, is that it made the models implementation non-threatening and an easy task to carry out.

In this report, the action taken by the DSM staff on each of the above perspectives are succinctly discussed in Section III of this

report. This section delineates the various steps taken by the DSM staff through the first contract period of eight (8) months. The decision to follow this narrative approach was made in order to give a detailed step by step description of the various stages of development and implementation of the DSM in the San Mateo County area.

Process of Implementation

The successful implementation of the Direction Service in the San Mateo County required the completion of the following goals and tasks:

1. Establish an Advisory Board
2. Formulate DSM procedures and forms
3. Establish a free brochure library
4. Begin serving families
5. Processing of cases
6. Establish a reference file of all San Mateo County Resources.
7. Public relation efforts
8. Contacts with other DSM projects

The following describes how the DSM staff completed each of the tasks enumerated above.

TASK - I : ESTABLISH AN ADVISORY BOARD

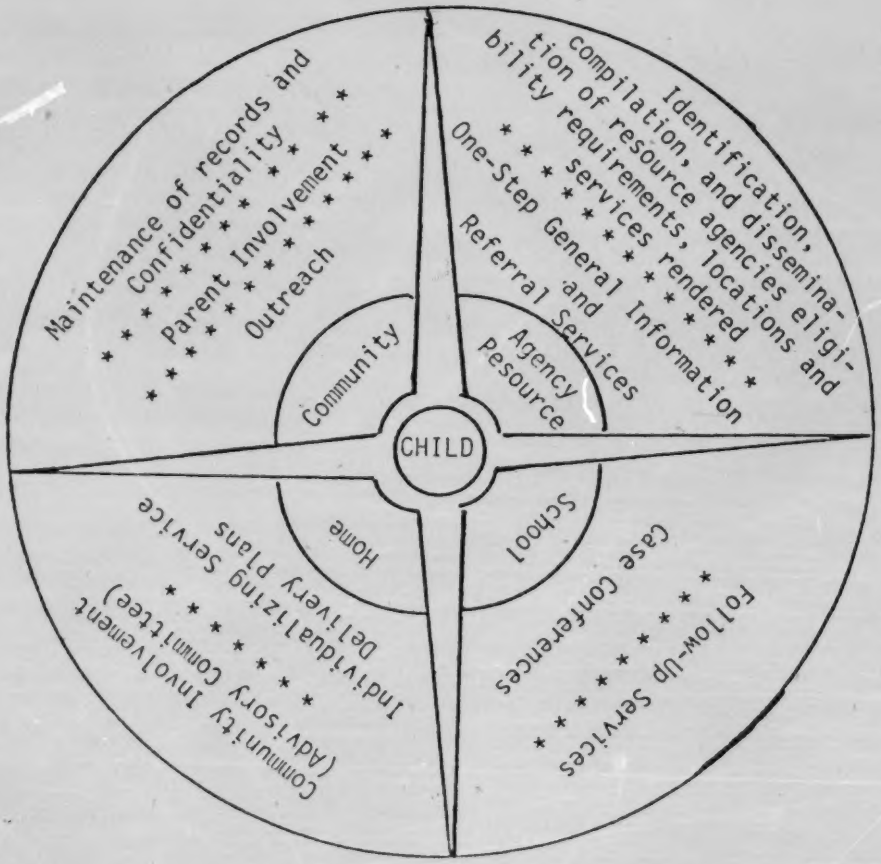
During the first month after contract award, a Direction Service Model Advisory Committee was established. The DSM staff in their search for possible candidates for this Advisory Committee looked for qualified, committed professionals, paraprofessionals and parents who could contribute to the multi-disciplinary aspects of the project. (See Table - I).

TABLE - I

THE DIRECTION SERVICE MODEL

A MUTLIDISCIPLINARY

DESIGN



Additionally, the Direction Service Model staff made every effort to involve a cross-section of professional resource service personnel representative of the various cultures and ethnic groups in the area being served.

The Advisory Committee was to be composed of the following persons:

.. One member with background and experience in special education.
.. One member with background and experience in regular education and community education.
.. One member with a background and experience in the area of mental health and mental health services.
.. One member with a background and experience in the areas of neurological disorders/learning disabilities.
.. One member from the County Office of Education Administration.
.. One member with a background and experience in the area of orthopedic disorders.
.. One parent actively involved with handicapped children.
.. One member from the local city government.
.. One handicapped consumer and/or service provider.
.. One member from the general health and medical field.
.. One member from the State Department of Education.

The main responsibilities for this committee was to conceptualize, review, assess, validate and make recommendations on all aspects of the model requirements. The Advisory Committee's composition after being approved by the OE/BEH Project Officer was as follows:

DSM ADVISORY COMMITTEE

Special Educator

Ms. Karen Campbell
515 E. Poplar Ave.
San Mateo, Ca. 94401

Mental/Health Specialist

Hideo Hashimoto, Ph.D.
P.O. Box "K"
San Mateo City School District
San Mateo, Ca. 94402

Dr. Lou Falik
15 Moncada Way
San Francisco, Ca. 94127

Neurological Disorders/
Learning Disabilities Specialist(s)

Drs. Lou and Annabel Markoff
375 N. California
Palo Alto, Ca.

Parents

Mrs. Ann Pleasant
162 Longview Drive
Daly City, Ca. 94015

Local Government Representative

Ms. Charlotte Schultz
Field Representative for
Senator DeGregorio's Office
1177 University Drive
Menlo Park, Ca.

San Mateo County
Office of Education Administrators

Dr. William Gainer, Director
Special Education
San Mateo County Schools
333 Main St.
Redwood City, Ca. 94063

San Mateo County
Office of Education Administrators (Cont...)

Dr. Herman Nuefeld
San Mateo County Schools
333 Main Street
Redwood City, Ca. 94063

Mr. David Shepard
Public Information Officer
333 Main Street
Redwood City, Ca. 94063

Unified School District Administrator

Mr. William Jennings, Superintendent
San Bruno Park School District
500 Acacia Avenue
San Bruno, Ca. 94066

Regular Classroom Teacher

Ms. Nancy Parker
Jefferson Elementary School District
Daly City, Calif.

Speech/Language Disorder Specialist(s)

Dr. Gloria Toliver-Weddington
155 Cheltenham Way
San Jose, Ca. 95139

Ms. Lynn Cavalano
100 South Ellsworth - Suite 605
San Mateo, Ca. 94401

Medical Specialist

Ms. Johanna Willemsen, P.H.N.
Child Development Services
225 West 37th Ave.
San Mateo, Ca. 94403

Consumer

Mr. & Mrs. R. Hatton
1801 Notre Dame Ave.
Belmont, Ca. 94002

Agency Representatives

Ms. Maria Domingues
Golden Gate Regional Center
346 Ninth Street
San Francisco, Ca. 94103

Agency Representatives (Cont...)

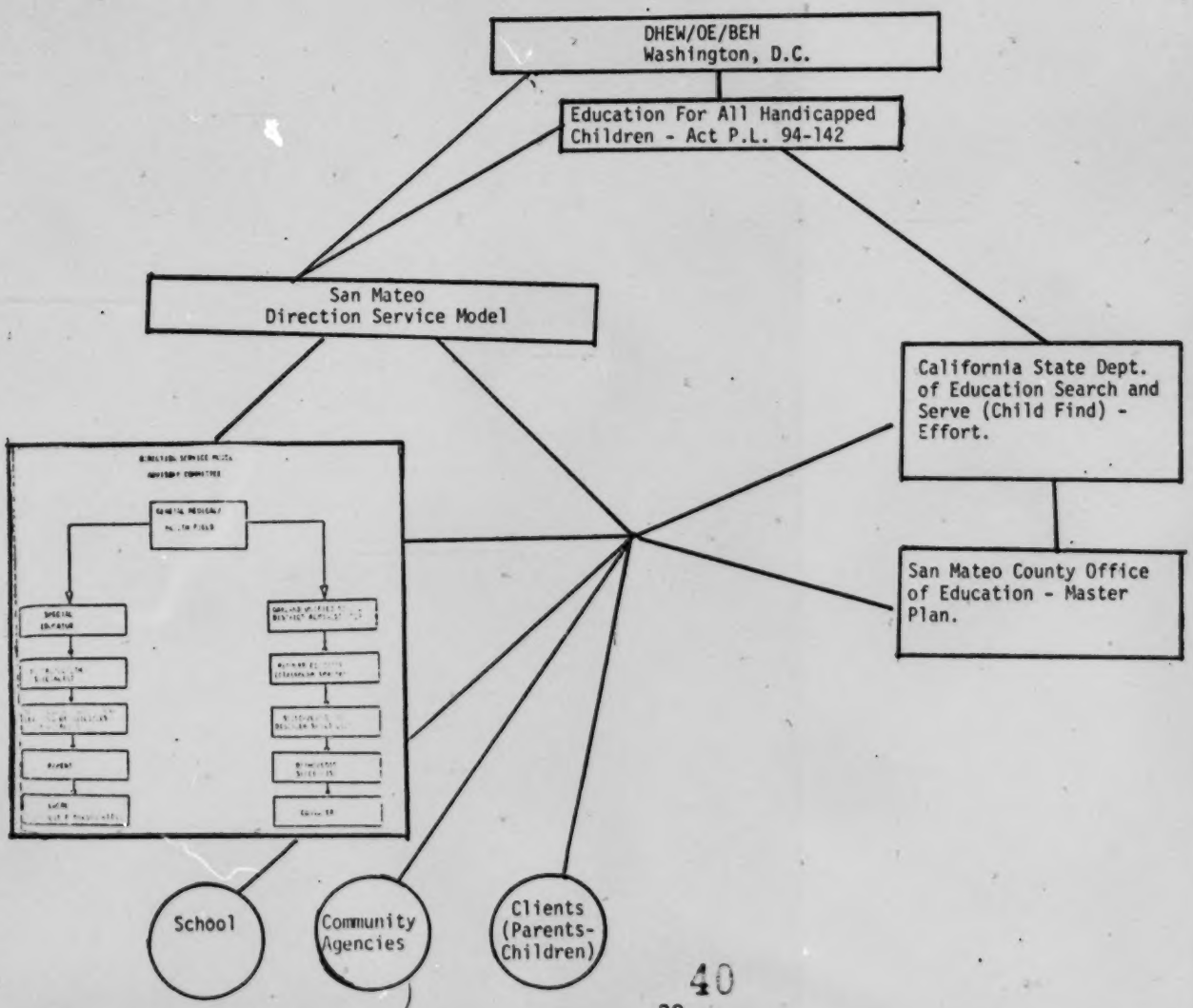
Dr. Doug Clark
Director
State Department of Education
Search & Serve Unit
721 Capitol Mall
Sacramento, Calif. 95814

Mr. Earl L. Long
Coordinator
Project Impact, Southwest Region
National Association for Retarded Children
1838 El Camino Real - Suite 211
Burlingame, Ca. 94010

Ms. Mary Michelson
Golden Gate Regional Center
346 Ninth Street
San Francisco, Ca. 94103

The committee met twice during the present funding year and shall meet for a third time on July 21, 1978. During these meetings presentations by staff members were made and discussions were held concerning committee involvement in the development of linkages between the Advisory Committee, the community, the schools, and the State Search and Serve efforts as described in (Table - 2). (See Appendix "C" for the Agendas of said meetings and list of attendees).

TABLE 2


DHEW/OE/BEH
Washington, D.C.
Education For All Handicapped Children - Act P.L. 94-142
San Mateo
Direction Service Model
California State Dept. of Education Search and Serve (Child Find) - Effort.
San Mateo County Office of Education - Master Plan.
School
Community Agencies
Clients (Parents-Children)

TASK - II: FORMULATE DIRECTION SERVICE MODEL, PROCEDURES AND FORMS

The environment in which clients are served can have positive or negative effects. To enhance positive effects, a non-threatening, home like environment was developed at the DSM site. A private area was set-up so that the clients visiting our center would not only feel comfortable but feel at ease as well. This area was furnished with living room furniture and plants to be used for client interviews area. A play area inside and outside of the DSM office was made available for children while their parents conferred with the DSM staff. It should be pointed out that children were not discouraged from partaking in the DSM interview process or discussions.

All internal operational needs of DSM were assessed, conceptualized and put into effect in a matter of several months. The DSM staff in that period had been able to do the following:

1. Acquired the facility to house the model.
   (See Goal 2 Page 4).
2. Had telephones installed.
3. Acquired office furniture, supplies and equipment from local Thrift Stores, merchants, school district office, friends, etc.
4. Had stationery and cards printed.
5. Developed and revised documentation procedures and forms discussed in Page 49 .

6. Established an index of all service provider agencies in the County (See Task VI).
7. Devised logs for incoming calls, brochures, pamphlets
8. Determined outreach efforts, sources, frequency and utilization. (See Task - V).
9. Selected prospective Advisory Committee members. (See Task - I).
10. Contacted Bay Area communities and colleges to request field placements of students at the DSM from the departments of Education, Special Education, Social Welfare, Public Health, Psychology, Counseling and Guidance. (See Goal 3 Page 22).
11. Contacted the Lytton Industries, Mr. Ralph Prevo, distributor of the McBee Key Sort System, to inquire about the possibilities of using the system for coding and retrieving information about San Mateo County agencies and services. (See Task - VI).
12. Acquired custodial services (10 hours per week) from the San Bruno Park School District (in-kind contribution).
13. Acquired (on loan) four (4) office desks, and two (2) storage cabinets (in-kind contribution), San Bruno Park School District.
14. Mailed information about DSM to Peninsula Newspapers and County Office of Education Journals for publication. (See Task - VII).
15. Visited service providing agencies. (see Task - VII).
16. Project Director accepted membership in the local Sub-Committee of the Search and Serve (Child Find) effort.
17. Contacted the Volunteer Bureau. (See Goal 3, Page 22).

Development of Direction Service Model Forms

To develop sample base of forms being used by other DSM models, the San Mateo DSM contacted various DSM projects nationwide and asked for samples of their forms presently being used. The response received from other DSM sites to our request for sample forms was remarkable. Upon receipt of these sample forms the DSM staff reviewed them and established a set of forms which addressed the following:

1. Client Information Form:
   a) Telephone or Walk-in Information
      Community Contact (Level-I Case)
   b) Intake History Information (Level-II Case).
   c) Telephone or Walk-in Information Agency/
      Organization Contact (Level-III Case).
2. Client Goals and Objectives
3. Client Tracking Form
4. Authorization for Release of Information,
   Request Sent to Agencies/Clinics, and Physicians, etc.
5. Authorization of School Notification
6. School Notification Letter
7. Agency Notification Letter
8. Report of Meeting Forms
9. File Status Form
10. Monthly Report Form

The following pages discuss the usage of each of the forms and revisions the forms encountered throughout the fiscal year.

Form - I: Client Information Forms

The format of these forms encountered several changes throughout the first funding period. Initially none of the three (3) Intake Forms had been assigned a level. After seeing that the degree of research and involvement of DSM staff varied from case to case. It was decided to set-up levels depending on type of request and degree of involvement, all cases were assigned to either Level 1, 2, or 3. Level 1 Form, was used when the request being made was either by telephone or necessitated a low degree of involvement. An example would be a psychologist calling a DSM staff to find out names of agencies or persons serving Spanish families with children with "exceptional needs." Since the request did not involve a particular client nor necessitated extensive research the information was usually given within the hour. (See Form 1 - Level I).

Level-II Form was used when client referred by an agency, or coming in of his own accord, necessitated an intensive degree of involvement. A history of the client was taken and all agencies or services tapped by the client were identified. After the completion of the form an identification of needs, goals and priorities were set-up.

Initially this form consisted of seven (7) pages, each page asked information concerning the client's history, services type , and assessments and or programs used by client. This form after using it about 30 times was found to be too repetitious and after several revisions it was finally condensed to two (2) pages. (See Form 1 - Level-II).

DIRECTION SERVICE MODEL

TELEPHONE OR WALK-IN INFORMATION

COMMUNITY CONTACT - LEVEL-I

DATE_____ INTERVIEWER_____ TELEPHONE OR WALK-IN

INFORMANT_____ RELATIONSHIP_____

CLIENT'S NAME_____ AGE_____

ADDRESS_____ CITY_____

PHONE_____ SEX_____ BIRTHDATE_____

PARENT'S NAME_____

ADDRESS_____ CITY_____

DAY PHONE_____ EVENING PHONE_____

SCHOOL DISTRICT_____ SCHOOL NAME_____

CLASS_____ TEACHER_____

HOW DID YOU LEARN OF THE DIRECTION SERVICE MODEL?_____

SELF OR AGENCY REFERRAL

INTAKE HISTORY INFORMATION - LEVEL II

DATE_____ INTERVIEWER_____ CLIENT #_____

INFORMANT_____ RELATIONSHIP_____

NAME OF CLIENT_____ AGE_____

ADDRESS_____

_____

PHONE_____ SEX_____ BIRTHDATE_____

PARENT'S NAME_____

ADDRESS_____

_____

DAY PHONE_____ EVENING PHONE_____

ARE YOU RECEIVING FINANCIAL ASSISTANCE FROM ANY FEDERAL, STATE, LOCAL AGENCY?

YES____ NO____ IF YES, PLEASE STATE SOURCE_____

INFORMATION ABOUT CLIENT:

LIST THE MOST CURRENT SCHOOL & SPECIAL PROGRAMS YOU/YOUR CHILD HAVE ATTENDED:

NAME OF SCHOOL/PROGRAM	ADDRESS	DATE ATTENDED

DO YOU WISH A PROGRAM CHANGE? YES_____ NO_____

IF YES, EXPLAIN_____

_____

IN THE PAST 3 YEARS, WHAT AGENCIES OR PERSONS HAVE YOU WORKED WITH? PLEASE LIST:

NAME/ADDRESS	CONTACT PERSON

ARE YOU/YOUR CHILD PRESENTLY ON MEDICATION? SPECIFY_____

_____

ARE THERE CHRONIC MEDICAL PROBLEMS? SPECIFY_____

_____

IN YOUR SEARCH FOR APPROPRIATE SERVICES FOR YOUR CHILD/SELF:

1. HAVE YOU HAD DIFFICULTY IN LOCATING SPECIFIC AGENCIES OR DECIDING WHICH AGENCY WOULD BEST MEET YOUR NEEDS? YES_____ NO_____
2. HAVE YOU BEEN SHIFTED FROM AGENCY TO AGENCY WITHOUT RECEIVING THE SERVICES YOU WERE LOOKING FOR? YES_____ NO_____

HOW DID YOU LEARN OF THE DIRECTION SERVICE MODEL? _____

Level-III Form was used when client was a community person or agency representative seeking information about DSM. This level included requests from college students writing reports about agencies such as DSM. (See Form 1 - Level-III).

Form - 2: Client Goals and Objectives

This form was used (Level-II) to record the various needs and goals identified by client and DSM staff person during the initial interview. Each identified goal or need is given a priority so that the prime needs of client are addressed first. What actions to be taken on each goal is written below the goal section. This form was revised during the funding year; the revised form follows.

Form - 3: The Client Tracking Form

This form was quite useful for it was used to record all actions taken on behalf of client. Additionally, it was used to keep a record of all clients phone inquiries, and concerns. (See Form 3).

Form - 4: Authorization for Release of Information

Authorization for Release of Information request sent to agencies/ clinics/physicians, etc. This form was very important for it allows the client/parent to determine how long he/she wanted the DSM to keep the DSM file open and or requested information about the client from agencies et al.

Form - 5: Authorization of School Notification

This form was used to authorize DSM to notify the client's school.

Form-1

DIRECTION SERVICE MODEL

TELEPHONE OR WALK-IN INFORMATION

AGENCY/ORGANIZATION CONTACT - LEVEL-III

DATE_____ INTERVIEWER_____ WALK-IN / PHONE

CLIENT'S NAME_____

AGENCY/ORGANIZATION_____

ADDRESS_____

_____

PHONE_____

SCHOOL DISTRICT_____ SCHOOL NAME_____

CLASS_____

HOW DID YOU LEARN OF THE DIRECTION SERVICE MODEL?_____

Form-2

DIRECTION SERVICE MODEL

CLIENT GOALS AND OBJECTIVES

CLIENT #_____

GOALS: PRIORITIES:

(1)

(2)

(3)

(4)

(5)

DATE	CONTACT INFORMATION

Form-3
PAGE_____

CLIENT GOALS AND OBJECTIVES

DATE	CONTACT INFORMATION

Form-4

AUTHORIZATION FOR RELEASE OF INFORMATION

TO THE
DIRECTION SERVICE MODEL
SERVING THE SAN MATEO COUNTY SCHOOLS
SAN BRUNO PARK SCHOOL DISTRICT
500 ACACIA AVENUE - ROOM #10
SAN BRUNO, CA. 94066
(415) 952-7878

I hereby authorize for the period of _____
(Number of years or months)
the release of information to the Direction Service Model (DSM) where such information appears appropriate from any physician, hospital, school, therapist, clinic, agency, or institution having medical, psychological, school or social records concerning

_____ _____
(Name of Applicant) (Birthdate)

to whom I bear parental or guardianship relation.

I understand that this information will be used by the staff of the Direction Service Model to determine what services are available to help my child.

A photographic copy of this authorization shall be as valid as the original.

SIGNATURE _____

RELATIONSHIP _____

ADDRESS _____

PHONE NUMBER _____

DATE _____

AUTHORIZATION OF SCHOOL NOTIFICATION

TO THE
DIRECTION SERVICE MODEL
SERVING THE SAN MATEO COUNTY SCHOOLS
SAN BRUNO PARK SCHOOL DISTRICT
500 ACACIA AVENUE - ROOM #10
SAN BRUNO, CA. 94066
(415) 952-7878

Date_____

I hereby authorize Direction Service Model (DSM) to notify the appropriate school personnel that my child is a client of the DSM, in order to coordinate the services for my child.

Client's Name_____

Parent's Signature _____

Address_____

_____

I understand that I have the legal right to accept or reject this school notification regarding my child.

Parent's Signature_____

Form - 6

The School Notification Letter

The School Notification Letter is self explanatory. It was sent both to the principal, the Special Education director and/or school psychologist.

Form - 7

The Agency Notification Letter

The Agency Notification Letter was sent to all agencies mentioned by the client as having worked with then at some point in time. This form was only sent to agencies which had worked with the client a year before the DSM intake interview.

Form - 8

The Report of Meeting

This form was used on the occasions DSM was asked to attend meetings or make presentation. The information was quite useful in contacting new clients, and new information about services available in the community. This information was quite useful also when writing monthly and/or quarterly reports.

Form - 9

File Status Form

A short checklist form attached to each client file.

This form contained the following:

1. Release of information_____
2. Authorization of School Notification_____
3. Release of Records_____
4. School Letter_____

Form-6

This is to inform you that_____

Parent/Guardian_____

Address_____

who is currently enrolled at your school, is being seen by Direction Service Model (DSM).

Should you have any question, please feel free to call us. We are in the office between the hours of 9:00 - 4:30 p.m. or you may wish to leave a message with our 24 hour answering service.

Sincerely yours,

_____

To:

Regarding Client:

Birthdate:

Parent/Guardian:

The person listed above has applied to our agency for service. Enclosed you will find a release of information form.

Please send me any information and records you have concerning what is checked ___ below:

___ Physical examination

___ Diagnostic evaluation

___ Discharge summary

___ Recommendations

___ School or job performance/any pertinent information regarding client.

___ Other

Since we will both be working with the above mentioned client, we would appreciate your keeping us up-to-date as to any changes in status. We will do the same.

Thank you for your time and cooperation.

Sincerely yours,

_____

Collection of confidential information regarding Direction Service clients is authorized by Public Law 91-230, 44 U.S.C. 3101. Pursuant to provisions of the Privacy Act of 1974, the parents or guardians of handicapped minors and dependent adults over 18 years of age, as well as individual adult clients, have the right to inspect and review client records established and maintained by San Mateo County Direction Service Model. If your records contain certain information which you would prefer not sharing with this client or client's family, please delete that from the information you release to us.

Form-8

REPORT OF MEETING

DATE: _____

Title: _____ Date: _____

Address: _____

Staff Present: _____

No. of Participants: _____

Description of Content: _____ Time: _____

Contacts: _____

Reactions: _____

Travel: _____

FILE STATUS FORM

____Release of info. C-3

____Authorization of School Notification C-7

____Release of Records C-8

____School Letter

____Tracking Log S-4

____Client File Card S-6

_____

____

____

____

5. Tracking Log_____

6. Client File Card_____

It allowed anyone working with the client to spot check if all information had been requested and or received by DSM.

Form - 10: Monthly Report Form

A useful format to record major activities during the month. Many other forms have been developed and are being utilized by the DSM staff. The above mentioned ones are the most often used forms when working with clients.

Development of DSM Procedures

In order to provide meaningful direction to clients, it is imperative that the Direction Service Model staff have a clear understanding of the intent and scope of the project. Therefore, their individual roles and function relative to meeting the objectives must be understood. This would result in improved services to children, parents, and school personnel.

It can be said that the first three (3) months were primarily spent on establishing a sound operational DSM case, documentation procedures, and forms and development of agency linkages.

TASK - III: ESTABLISH BROCHURE LIBRARY

Although it was clear to DSM that we were not to develop a "check-out" library system, through the year, agencies from all of San Mateo County

Form-10

DIRECTION SERVICE MODEL

MONTHLY REPORT

Name: _____

Month: _____

Narrative Discription of Monthly Activities:

Date:	Discription of Activity	Purpose

Presentations:

_____

_____

_____

_____

_____

_____

_____

60

DSM Monthly Report (Cont.)

Survey of Client intake: ☐

Telephone intake: ☐

Upcoming events: ☐

Staff Meetings:

mailed to the Direction Service Model office copies of their brochures, pamphlets, and general information about their services. This information was catalogued upon receipt at DSM office and placed at the disposal of clients visiting DSM office. This extra free services was quite fruitful and has enhanced the successful implementation of the model. The support received from the County Office of Education, the San Bruno Park Elementary School District and "Search and Serve" division from the State Department of Education was quite instrumental for the rapid rate of accomplishments.

TASK - IV

Begin Serving Clients

On January 2, 1978, the DSM office opened its doors to receive clients. It was not until January 20, 1978, that the first client (Level-II) was served. The DSM welcomed this event as it provided the staff with the opportunity to put into practice the intent of the model (matching services with needs); test our forms and procedures and assume the clearly defined roles directly associated with client/agency involvement. The intake of clients was slow but encouraging so the remainder of the month of January was spent on follow-up services to clients, and in preparing for the DSM "Open-House" held on February 9, 1978. (See list of attended Appendix "D").

The Intake Process

In adhering to the provisions of the Family Education Rights and Primary Act of 1974, the San Mateo DSM protects the privacy and rights of their clients by:

a) restricting the processes by which client-related directory information is made public;
b) controlling and documenting access to client records; and,
c) regulating the release, transfer, exchange, and/or special use of client records and personally identifiable information.

For those Reasons, the Direction Service Model staff took the responsibility to keep the client file system current and organized in an efficient manner. To prepare and maintain the client file as new clients were added to the case-load several steps were completed; the first, Direction Service Model, based upon the needs of the client, developed three (3) levels of operations for the cases. Each case level was handled separately and differently. An account of the step by step activities for each level is outlined below:

General Process -

Step 1: The process begins with the call/walk-in referral being logged by the Intake Coordinator.

Step 2: It is determined, through discussion of the area of concern, which of three (3) levels of operation the case is to be assigned, (depending upon the

type of request and degree of involvement).

Level-I Case Process:

Step 1: A request for services (referral) which is made by a community member necessitating a low degree of involvement (one-stop information).

Step 2: The case is assigned to the Intake Coordinator, Resource Specialist or Site Coordinator, depending upon their case load and expertise.

Step 3: The Direction Service Model is explained to the client - it's operations and goals.

Step 4: The community contact Level-I Form is completed, identifying the client and area of concern (goals and objectives). The client is given a case number to the DSM record keeping system.

Step 5: The case is handled immediately on the same day as the referral, depending upon the request. The DSM staff person handling the case utilizes the McBee Computer System and/or Library Resource Printout to identify resources within the community to meet those needs.

Step 6: After the information is transmitted to the client, the case is closed by the person handling the case.

Step 7: The Administrative Assistant logs the case as closed, and files it in the appropriate space.

Level-II Cases:

Step 1: A request for services by a community member which necessitates an intensive degree of involvement.

Step 2: The case is assigned to either the Resource Specialist or the Site Coordinator, depending upon their caseload and expertise.

Step 3: An initial interview is set up at the Direction Service Model office, client's home, school, or other meeting place to discuss the area of concern more in-depth with the client.

Step 4: During the course of discussion the Direction Service Model is explained its operation and goals. The following forms are completed by client/parent:

a) Intake History Information - provides detailed information regarding the vital statistics, schools, special programs and service agencies the client has been involved in.

b) Authorization of Release of Information - This form is a contract between the client and DSM, stipulating for what period of time the client requests their case remain open.

c) Authorization of School Notification - Authorizes the DSM to notify the appropriate school personnel that the client is being seen by DSM, in order to coordinate services to client. (The parent/or client has the right to accept or reject the school being notified).

d) School Notification - Notifies the school, when appropriate, that the client is being seen by DSM.

e) Release of Information - Notification from DSM requesting information and records regarding physical examinations, diagnostic evaluations, discharge summary, recommendations, school or job performance, and any other pertinent information regarding the client. It is noted that DSM would appreciate an up-date as to status change and we will do the same.

Step 5: The client/parent discusses the concerns, and it is at this time that the DSM staff member assists the client in the identification of goals, priorities and objectives. The client goals and objectives form is completed by DSM staff member in the presence of the client.

Step 6: The DSM staff member (Resource Specialist or Site Coordinator) is responsible for researching-in-depth for appropriate service providers to meet the client's goals. The McBee Computer, Library Printout and through the involvement of other DSM members, the service providers are identified.

Step 7: A letter is drafted to the client/parent, listing the appropriate service providers (name, address, telephone number, fees, contact person and a brief description of services).

Step 8: The letter is given to the Administrative Assistant, who types the letter, makes a copy for the files, and mails the original to the client/parent.

Step 9: A referral follow-up, indicating the client's experience with the DSM and the service providers referred by DSM is handled by telephone and a written checklist, usually within a period not to exceed 15 days.

Level-III

Step 1: A request (telephone or walk-in) is submitted for information regarding the Direction Service Model from a community member or representative, (i.e., agency, school district, student; etc.), handled by the Resource Specialist or Site Coordinator.

Step 2: An agency/organization contact form - Level-III is completed by either the client or the DSM staff person handling the referral.

Step 3: DSM operations, goals and objectives are defined and discussed with the client. A plan is discussed as to how to set up better lines of communication between the two agencies. DSM staff member closes the cases.

Step 4: After all of the clients' questions have been answered, the case/file given to the Administrative Assistant, who logs the case number and files the folder.

TASK - V

DISCUSSION OF CASES HANDLED

One of the greatest problems found throughout most systems set-up to protect the rights of children is the lack of meaningful data on the characteristics of clients,wherethey are from, documentation of need and how they are served.

To record information which would be meaningful to those attempting to replicate the DSM's idea the staff developed a set of charts which provided a comprehensive profile of where the majority of client requests came from; The type of information requested (Based on level of case); The work-load of request by week, the age, sex, of client; How the client heard about DSM, etc.

The following charts describe the above mentioned information gathering process.

DSM Client Charts

As previously indicated the DSM served twenty-three (23) school districts located within nineteen (19) cities (to include several unincorporated areas) in the San Mateo County area (See Map , Page___).

After a thorough analysis of our client files the DSM staff found that most service requests came from clients residing within the vicinity of the DSM office. The low rate of request coming from areas where there is a high density of low income people and/or families with children with special needs, such as the Ravenswood

district in East Palo Alto (See Appendix "E" for enrollment numbers of children in special education program in San Mateo), led the staff to set up places for the establishment of outreach offices on a weekly visit basis in the southern and central sectors of the county. Table 3__ succintly points the geographical origin of all our client requests.

As can be seen in the above mentioned table the greatest source of requests came from South San Francisco (12 requests). The San Bruno area (17 requests) and the San Mateo City area (18 requests) in contrast to the low amount of requests from the East Palo Alto area (3 requests)and the Redwood City area (2 requests).

In examining the flow of cases, it was estimated that intakes during initial year varied from week to week. The highest percentage of case intake per week was during the first month of operation January, 1978, and in the latter part of April and early part of May. During the inbetween months the intake load was pretty constant. The sudden rise in cases in the two periods of time discussed above could have been the result of high news coverage of the DSM office during the month of January and in the latter part of April. Table 4 describes the weekly client intake from January 2, 1978 (Opening Day) to May 26th, 1978.

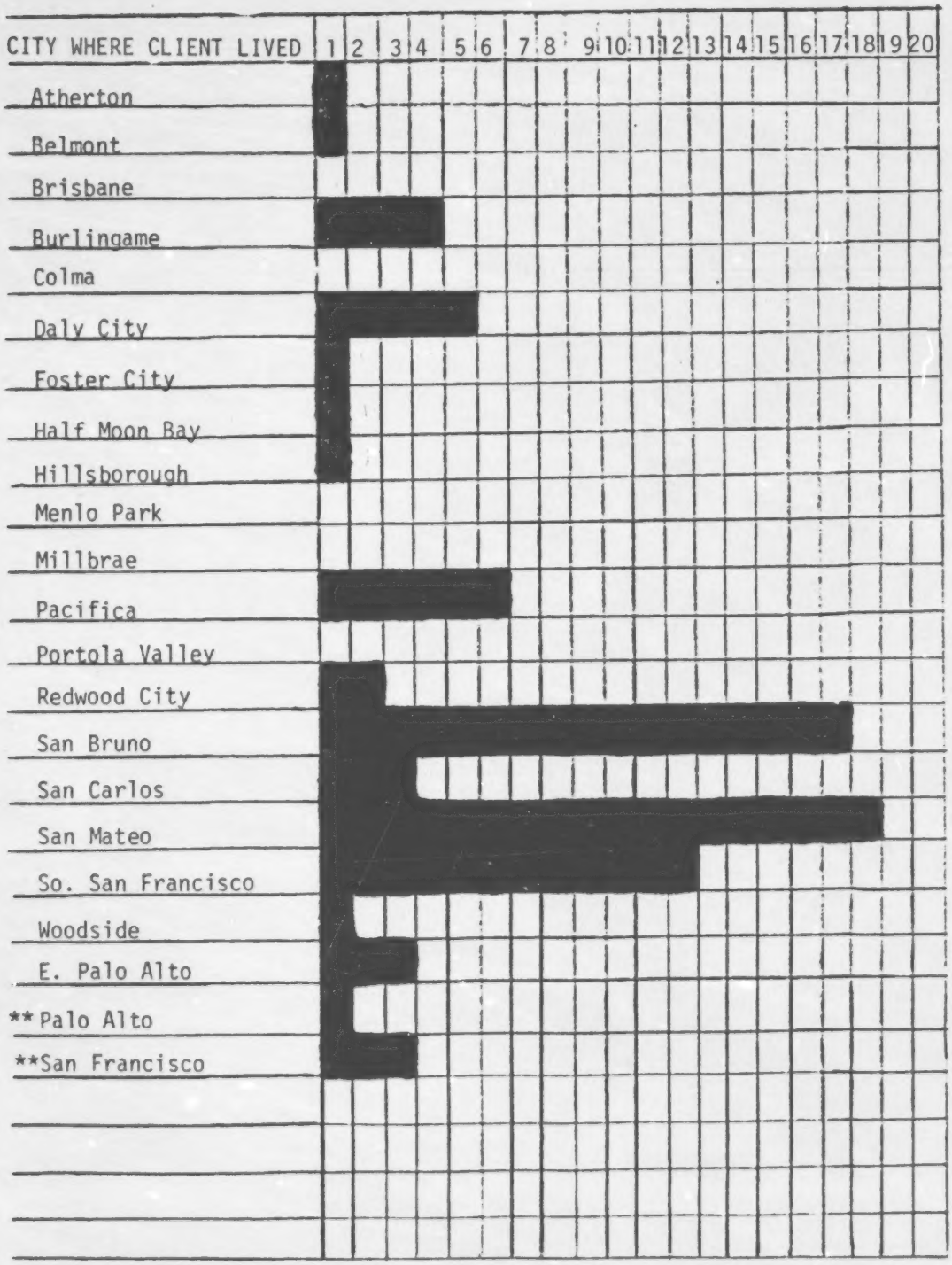
In examining the type of requests made by all DSM clients, it was found that the categories with the most demand were :

1. Vocational, guidance and placement - 17 requests
2. Need for assessment - 15 requests
3. Tutoring - 12 requests
4. Counseling - 9 request

TABLE 3

CLIENT-CITY CHART

■ = Number of Clients



** Cities outside San Mateo County

WEEKLY CLIENT INTAKE CHART

TABLE 4

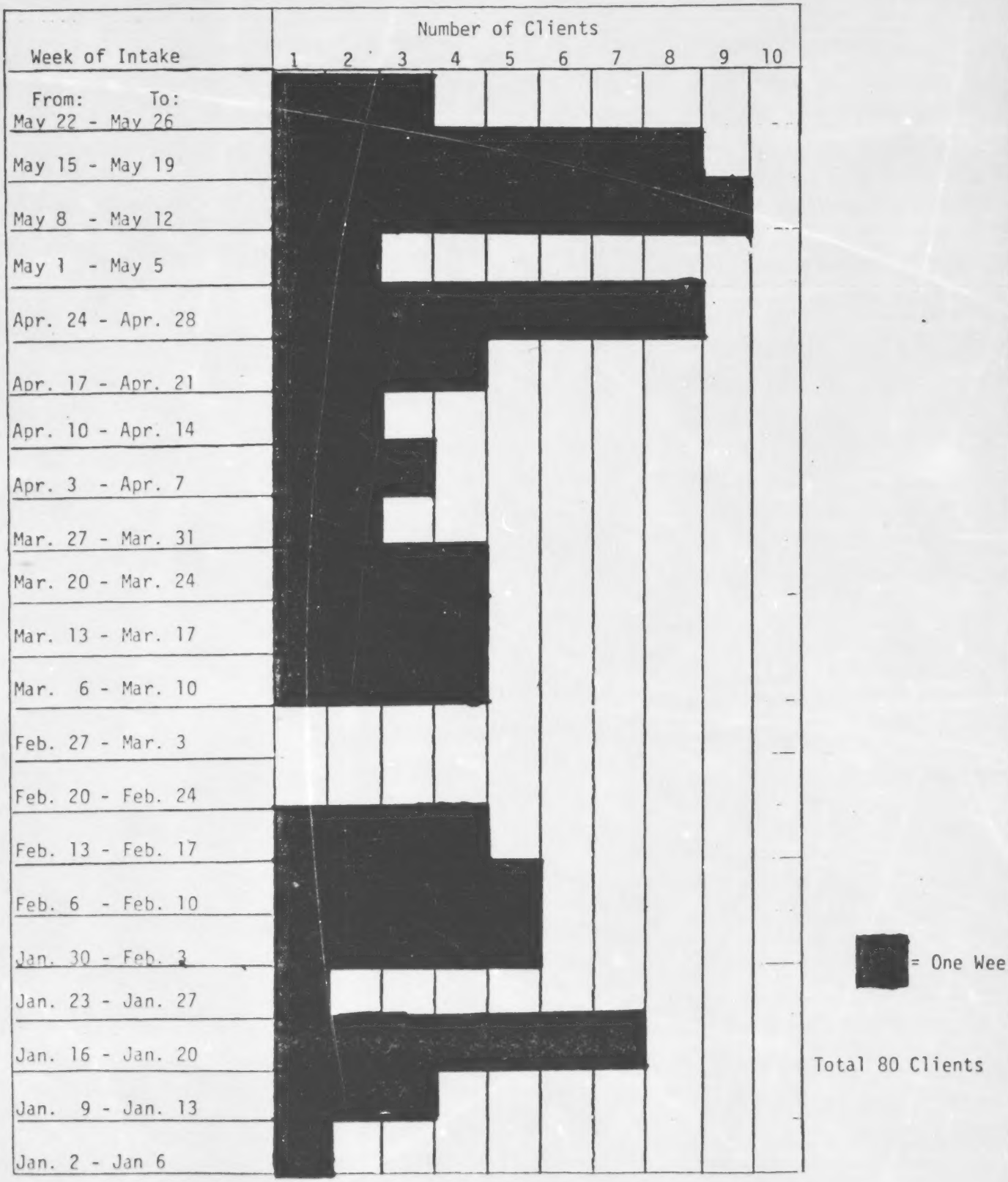

Week of Intake
Number of Clients
1 2 3 4 5 6 7 8 9 10
From: To:
May 22 - May 26
May 15 - May 19
May 8 - May 12
May 1 - May 5
Apr. 24 - Apr. 28
Apr. 17 - Apr. 21
Apr. 10 - Apr. 14
Apr. 3 - Apr. 7
Mar. 27 - Mar. 31
Mar. 20 - Mar. 24
Mar. 13 - Mar. 17
Mar. 6 - Mar. 10
Feb. 27 - Mar. 3
Feb. 20 - Feb. 24
Feb. 13 - Feb. 17
Feb. 6 - Feb. 10
Jan. 30 - Feb. 3
Jan. 23 - Jan. 27
Jan. 16 - Jan. 20
Jan. 9 - Jan. 13
Jan. 2 - Jan 6
= One Wee
Total 80 Clients

Table - 5 points out the client information requests during the period of January and May of 1978.

In dissecting this table by the different case load levels. The greatest amount of information requests by category from each of the case levels were the following:

Level	The Area of Greatest Needs of Information	Number of Request
1	Assessment	9
2	Vocational Guidance and Placement	14
3	Information about Direction Service Model	5

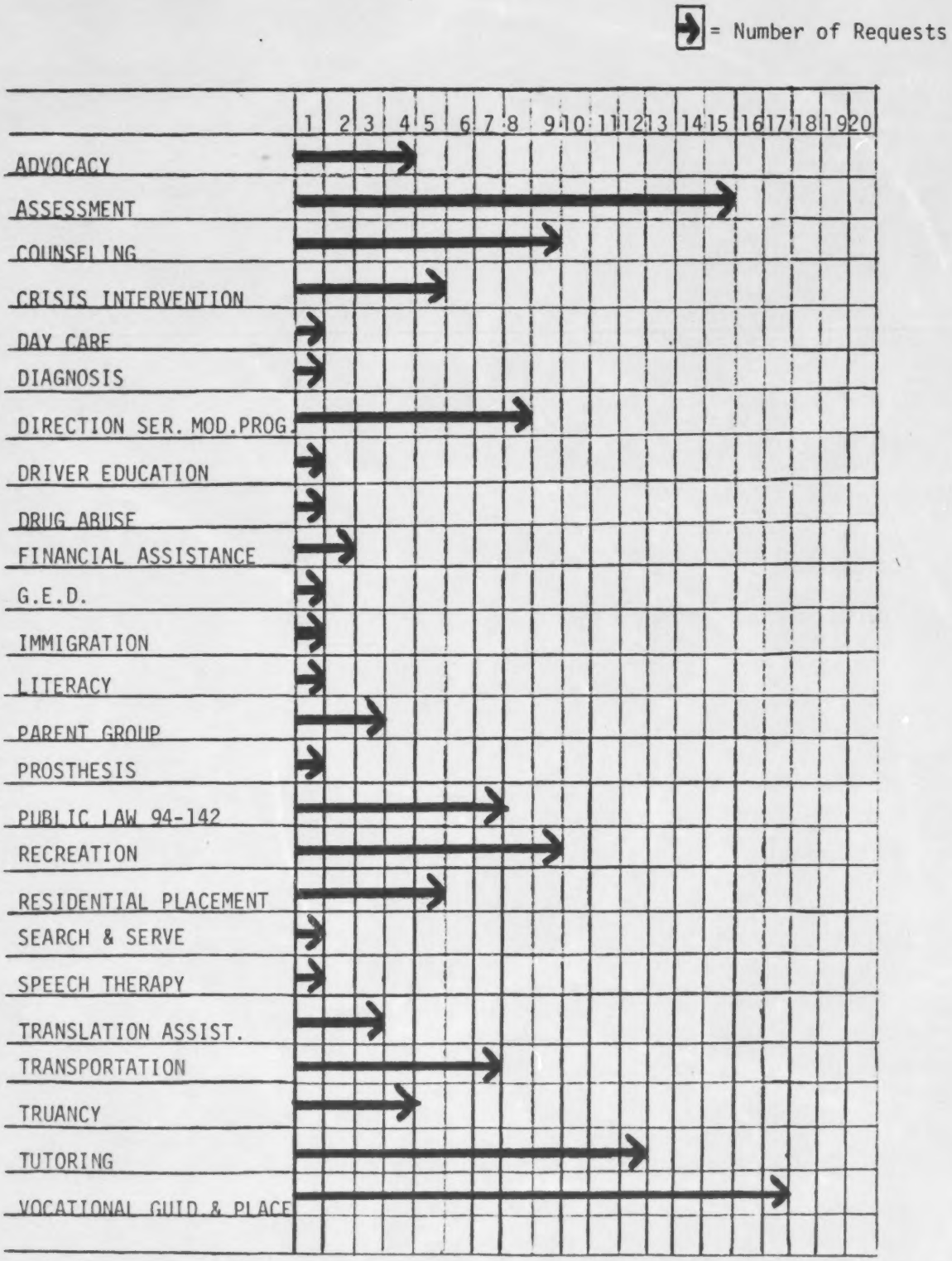
Tables 6, 7, and 8 clearily describe all information requests by case-load level.

Since the load of requests from Level-I, and Level-III cases were not as great as those in Level-II, for clarity purposes, it was decided to describe the background of Level-I requestors of information. In the Level-I cases the majority of the requestors were school district personnel, followed by individual families, then agency/foundations and physicians. In the Level-III case the major source of request of information came from agency and foundations, followed by school district personnel and university students. Table 9 describes the background of requestors for Level-I, and Level-III.

Since the majority of Level-II cases or requestors of information were the parents of client, no effort was made to chart their background. An effort was made to categorize the age and sex of the client being

TABLE 5

CLIENT INFORMATION REQUEST CHART - LEVEL I,II,III

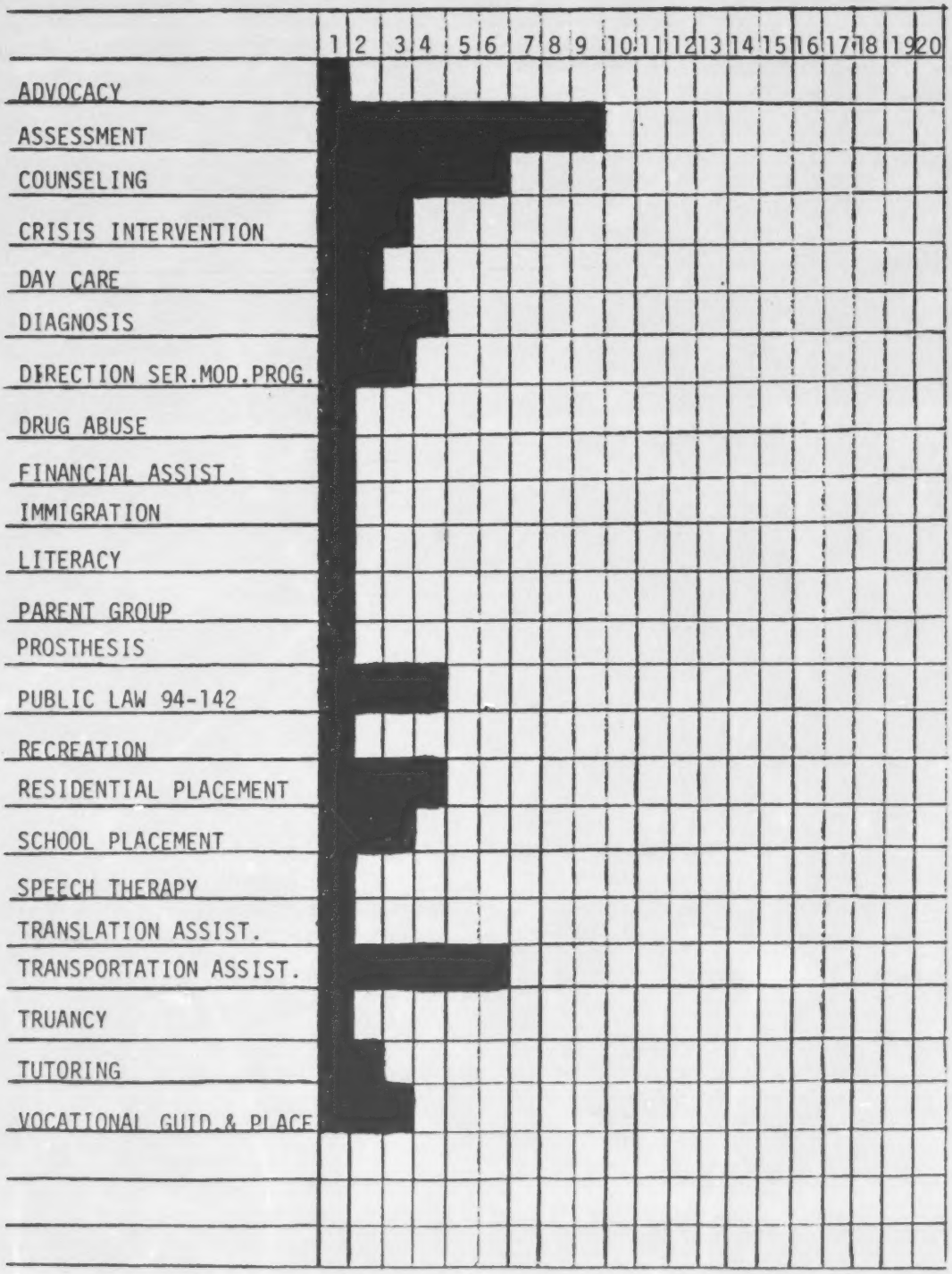


Total Number = 130

TABLE 6

CLIENT INFORMATION REQUEST CHART - LEVEL I

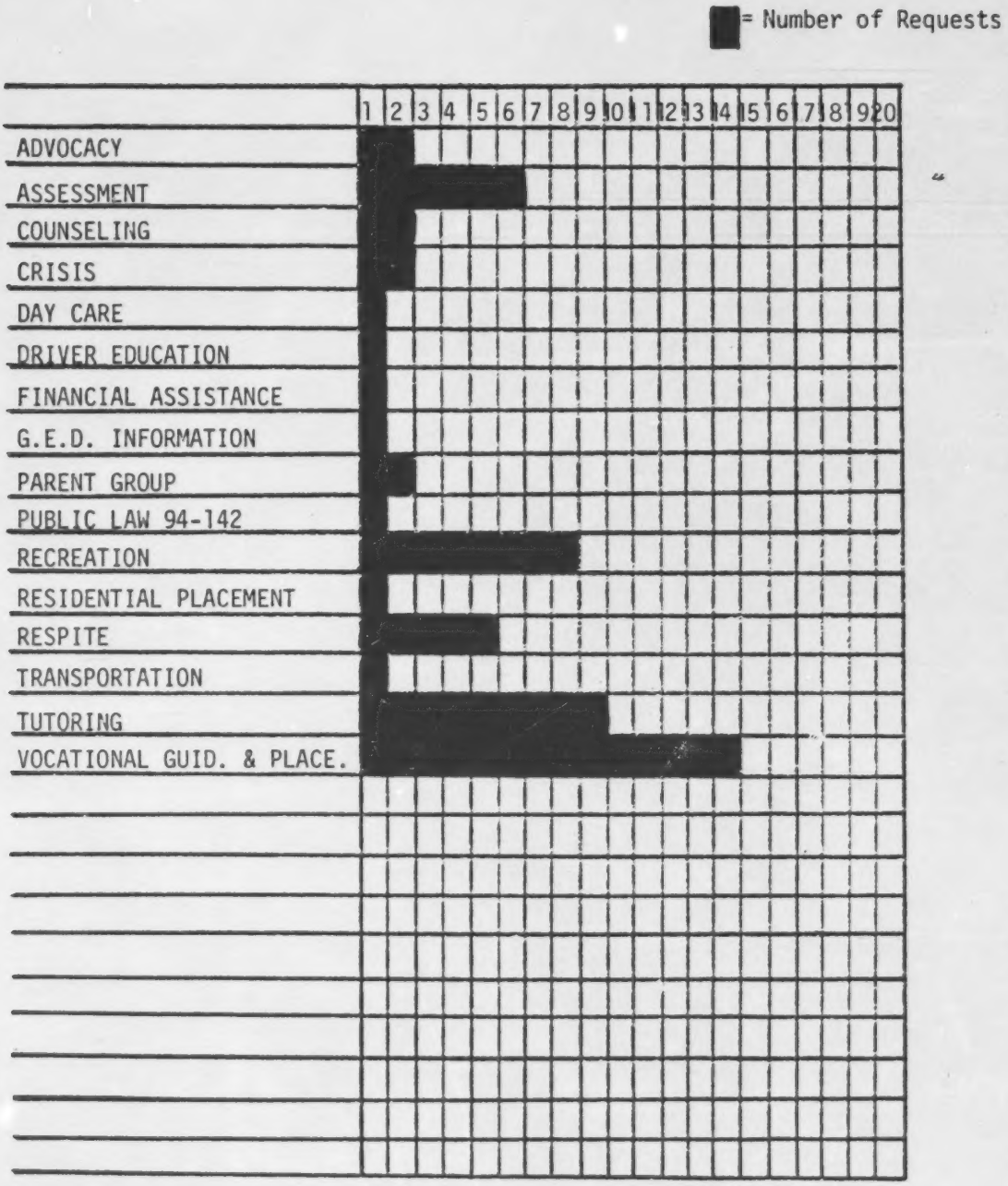
■ = Number of Requests



Total 60 Clients

TABLE 7

CLIENT INFORMATION REQUEST CHART - LEVEL II

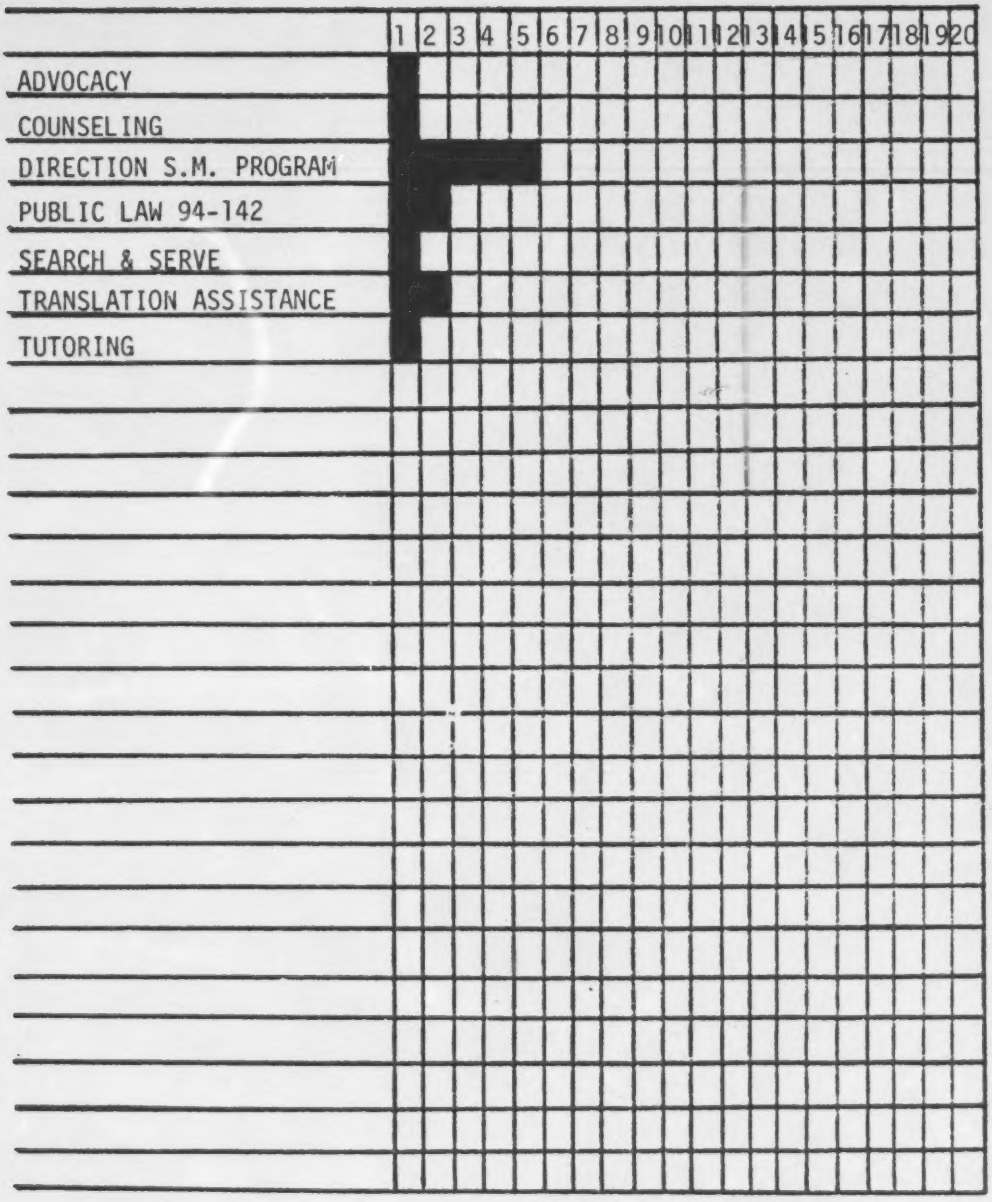


Total 57

TABLE 8

CLIENT INFORMATION REQUEST CHART - LEVEL III

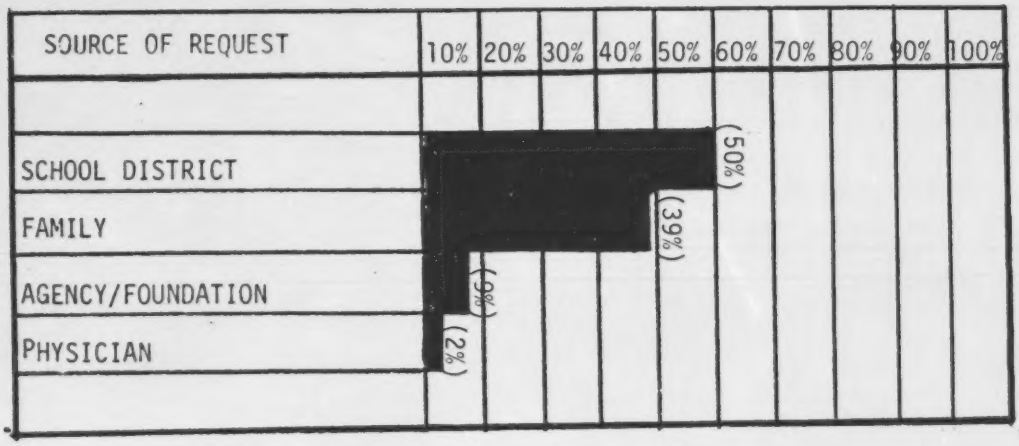
■ = Number of Requests


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
ADVOCACY
COUNSELING
DIRECTION S.M. PROGRAM
PUBLIC LAW 94-142
SEARCH & SERVE
TRANSLATION ASSISTANCE
TUTORING

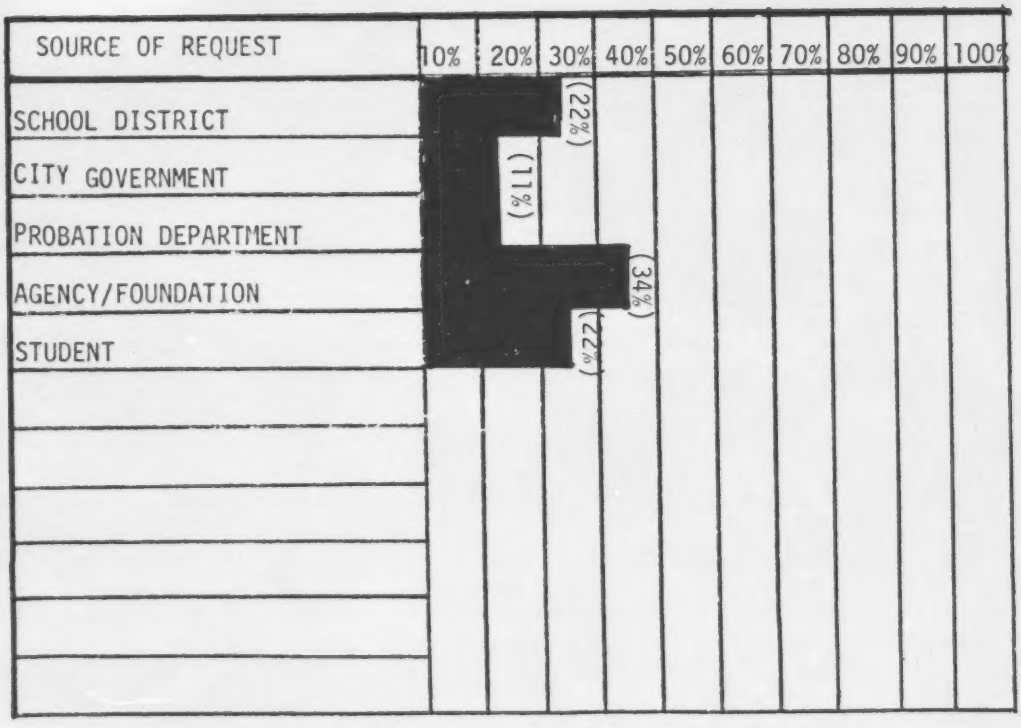
TOTAL 13

LEVEL-I AND LEVEL-III - CLIENT INTAKE CHART TABLE 9

LEVEL - I



LEVEL - III



served by DSM. Table 10 describes the Level-II, age and sex of client.

Additionally, the source which was most helpful in alerting the parent and/or agency to the services available from DSM was also recorded. As it was previously mentioned the newspapers were one of the best mediums for alerting parents about DSM, additionally, the school district publications and their staffs were most influential in talking about DSM.

Table - 11 shows the various sources of information which were helpful in telling people about DSM.

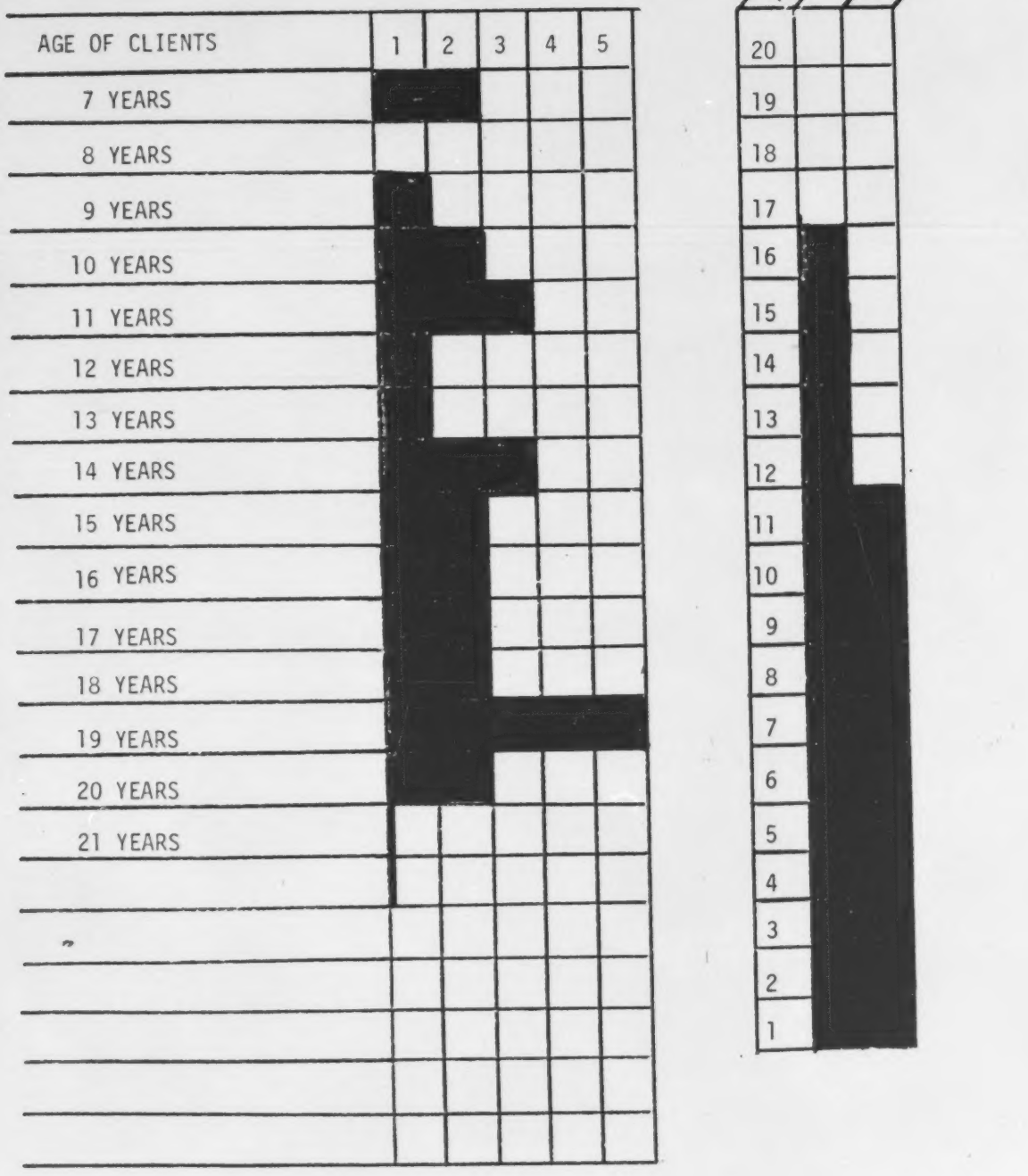
Of the 80 cases processed by the San Mateo DSM, 44 were Level-I cases, 27 were Level-II cases, and 9 were Level-III cases. In examining the type of request made we discovered that of all the 44 Level-I cases. 28 requests, were recorded which addressed 11 handicapping conditions or disabilities; of the 27 Level-II cases 29 requests addressing 4 handicapping conditions or disabilities were recorded; and of the 9 Level-III cases 2 requests addressing 2 handicapping conditions were recorded. (See Table - 12). In summary the requests from the 80 clients which addressed 13 handicapping conditions or disabilities are listed on Table-13.

To address each of the requests made by parents a retrieval system which was fast and listed the various programs in San Mateo County which focused on all handicapping conditions the following task describes the steps taken in establishing the DSM reference file.

TABLE 10

AGE AND SEX OF CLIENTS - LEVEL-II

■ = CLIENT



SOURCES WHERE CLIENT HEARD ABOUT DSM

TABLE 11

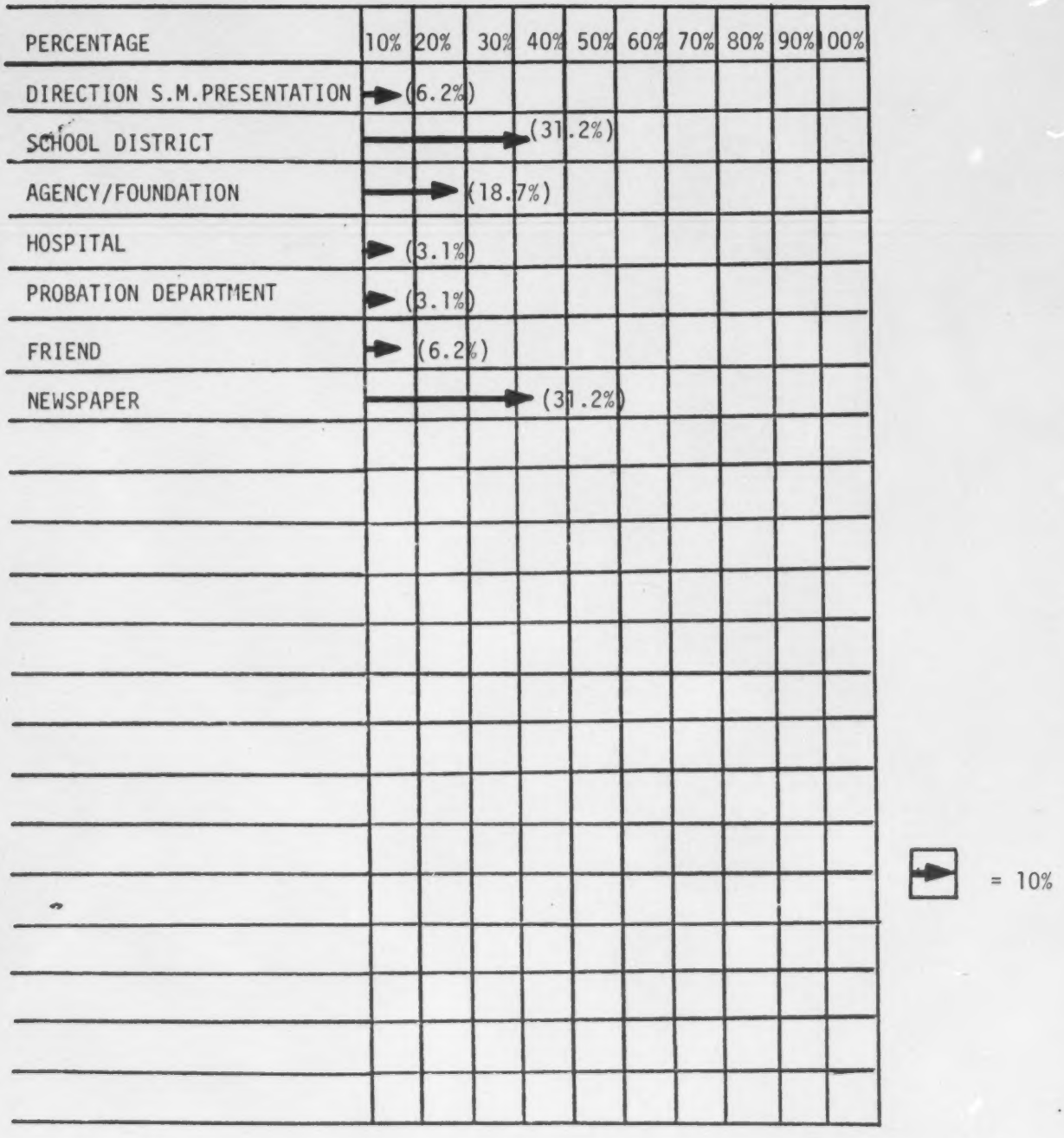


TABLE 12

HANDICAPPING CONDITIONS

LEVEL-I, II, III

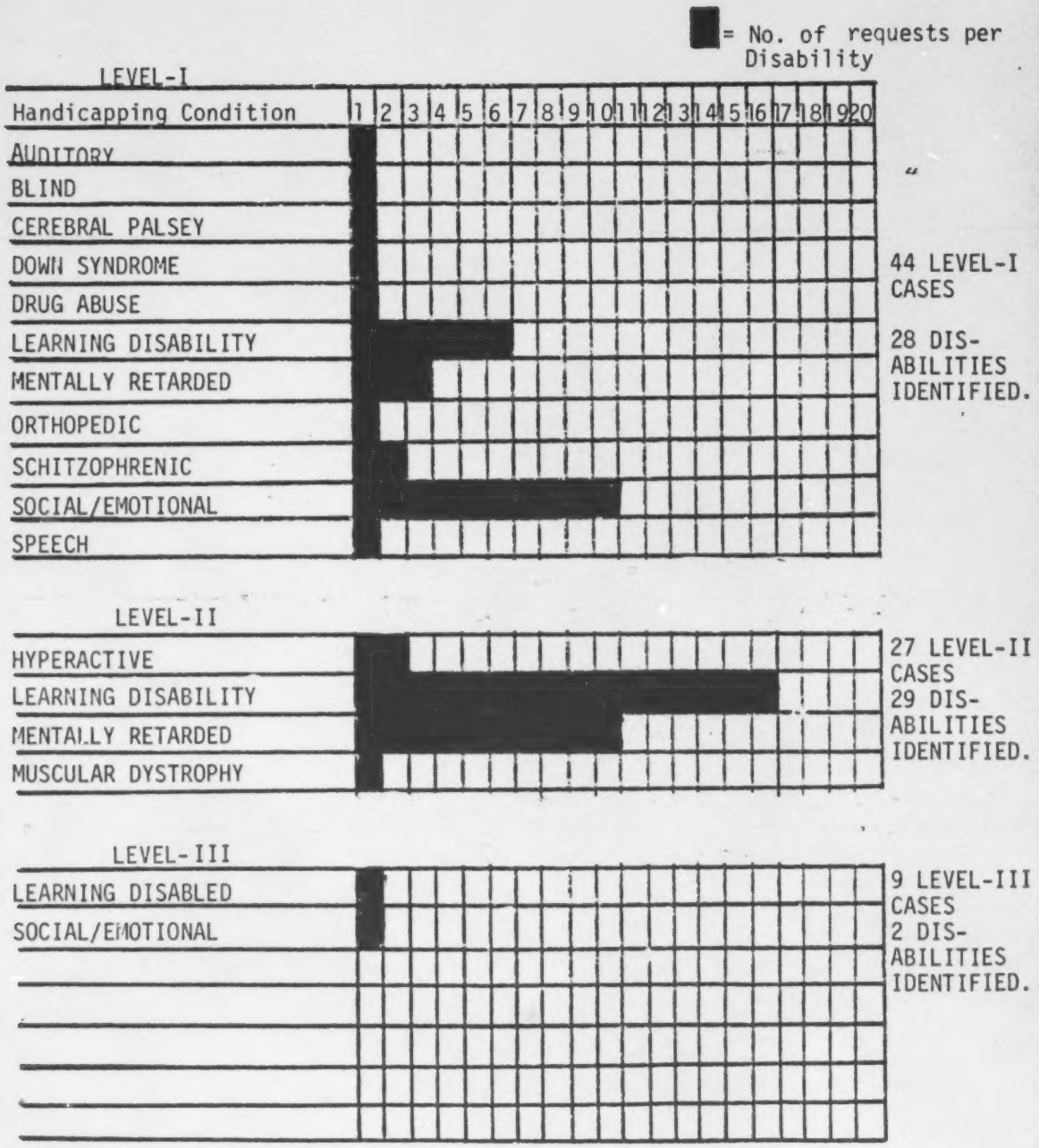
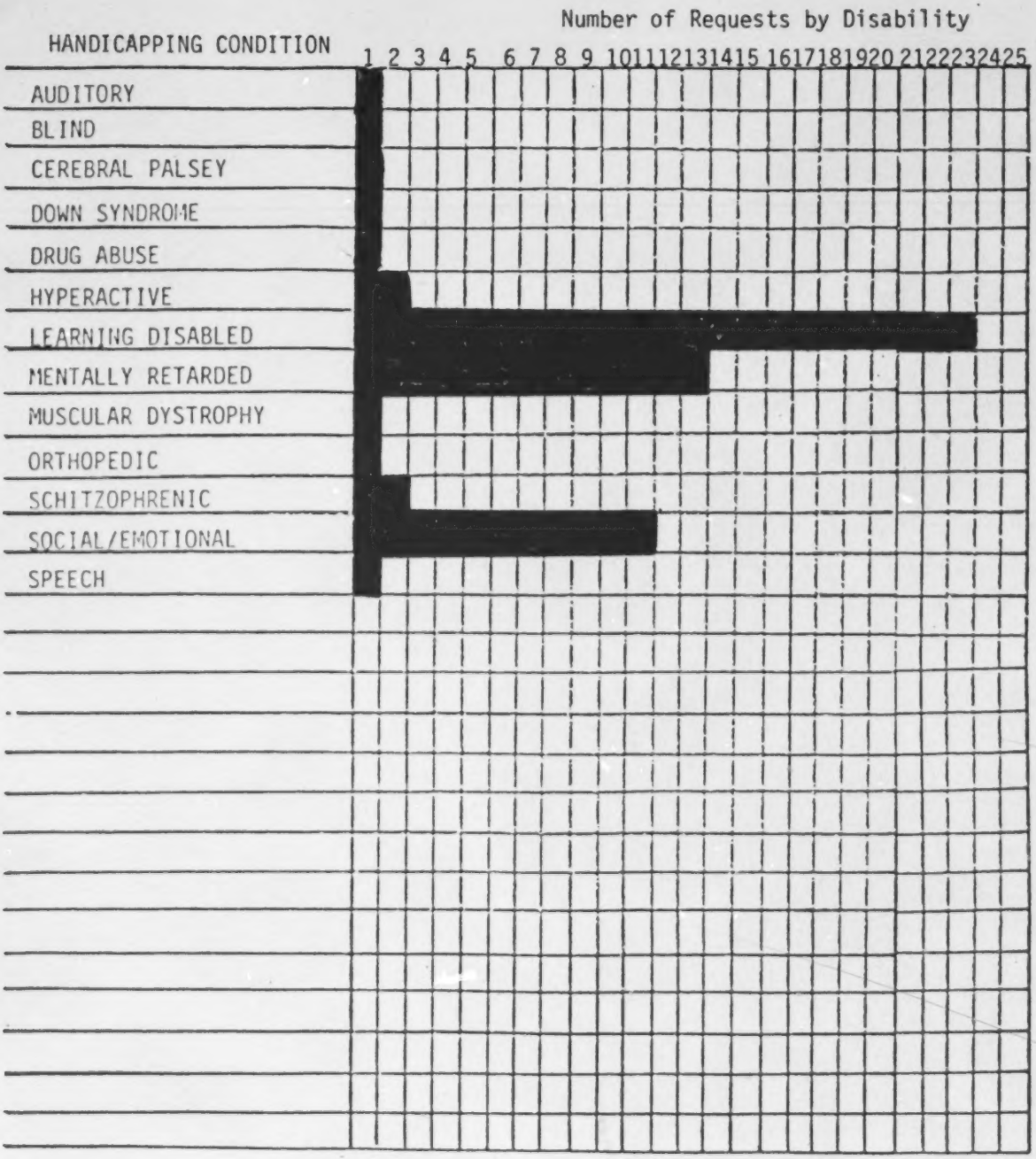


TABLE 13

HANDICAPPING CONDITIONS SUMMARY



TASK - VI: ESTABLISH A REFERENCE FILE OF ALL SAN MATEO AGENCIES

From its on-set it was the DSM's clear understanding that its objective was not to replace or duplicate already existing services; instead to act as a catalyst toward generating the proper mix of services already available through resource linkages for parents, school personnel, and others concerned with handicapped children. Therefore, the DSM with the assistance of various resource procurers such as the computer system in the San Mateo Public Library, the resource staff at the Department of Social Services, etc., identified, compiled, and indexed all service providing agencies by category of disability with the location, business hours, contact persons, and eligibility requirements for services rendered. The goal of this resource procurement effort was to compliment the present service system found in various agencies in San Mateo, and to encourage client usage by putting parents, school personnel, and others in touch with service resources outside of their current boundaries of thought and knowledge.

To begin the collection process, a thorough search was made for already existing, up-to-date, agency directories, or agency information sheets. Second, resource procurers intake/referral units within various agencies in the community were contacted, requesting from them information already compiled. All contacted were supportive of the DSM effort and very helpful in sharing their already compiled information.

From the gathered information a manual resource retrieval system was developed. This system was temporary until a permanent agency information retrieval system, such as the McBee System could be put in place.

The initial system developed by the DSM San Mateo Project, could be easily replicated and implemented by programs who are limited financially. The process development was the following:

Upon receipt of information from resource procurers and other agencies a number was given to each agency, this number compiled the number being utilized by the San Mateo's Public Library Computerized Community Information Project. This project which has compiled general information about community agencies assists service providers with general agency information which has been fed into a computer. Since its listing are non-specialized, they welcomed our input so that DSM could identify agencies based on the type of services they provided individuals with handicapping conditions. Additionally, the information center staff felt that because of their lack of personnel to provide the human personal dimension needed in the intake/referral process the utilization of their system was not adequately being utilized by the local citizens. From the beginning we developed good working relationships and agreed to share information about needed services or information.

Their information was catalogued in the following fashion:

1. Agency name and address
2. Agency phone number
3. Hours of operation
4. Person in charge
5. Source of funds
6. Fees
7. Area served
8. Person to contact
9. Date placed in computerized file
10. Date updated

11. General description of agency and services it provides

Since our main concern was in identifying agencies which serve children from birth to age 21 who had some type of handicapping condition, we had to screen out a lot of agencies which had very little relevance to the type of services being sought by DSM clients.

After the screening. Each agency was placed in the following three (3) main categories:

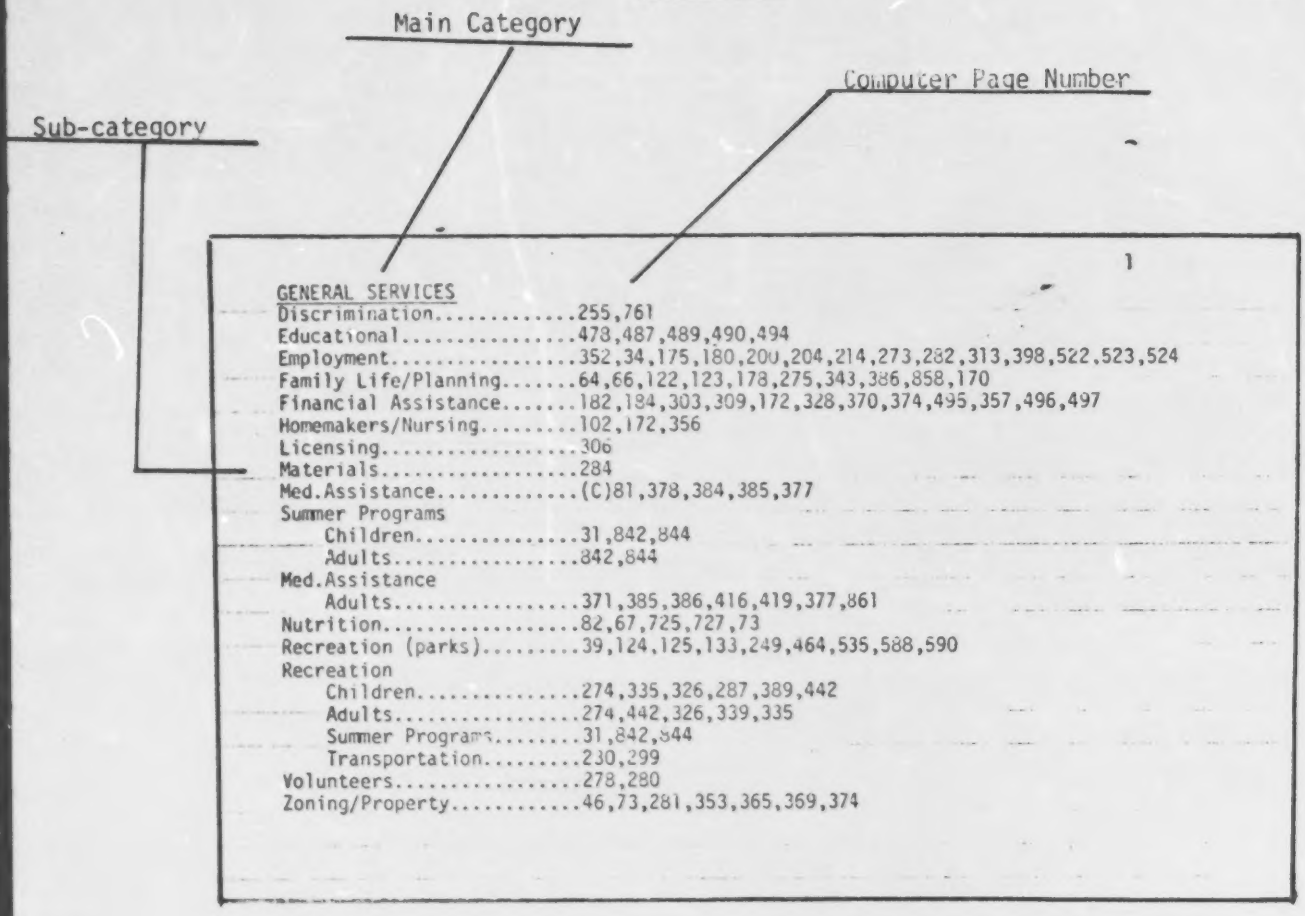
1. General Services
2. Counseling
3. Services to Handicapped Individuals

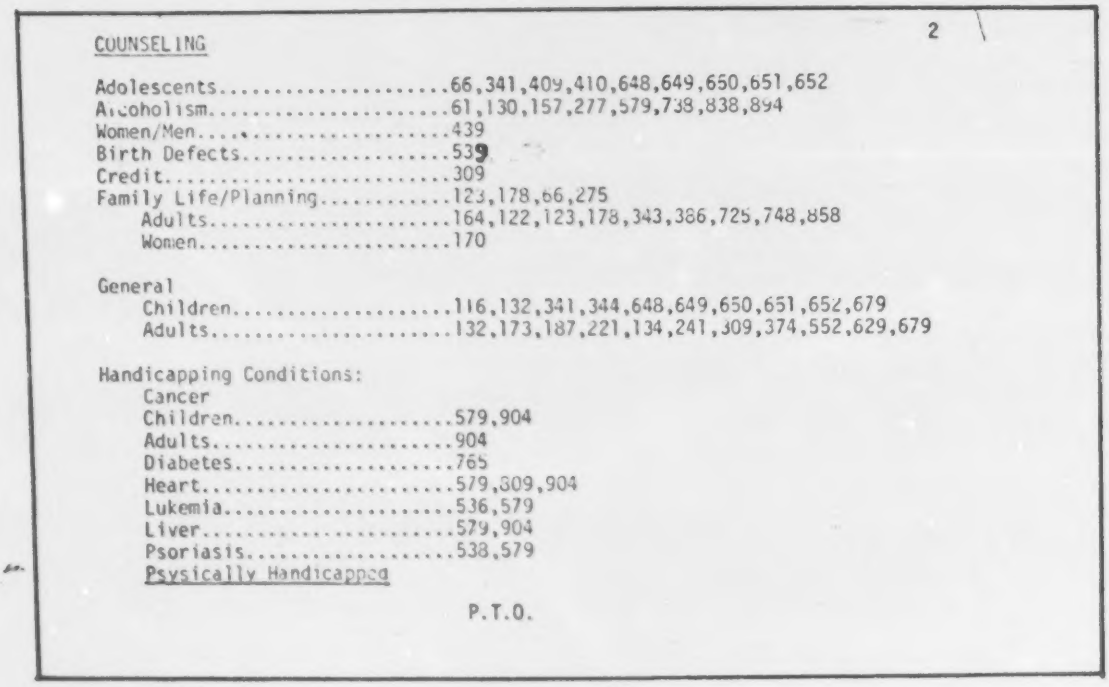
Under these three (3) main categories we identified sub-categories which not only addressed their services but the type of handicapping condition they served.

Upon identifying the sub-categories we then examined each of the agencies' listings and began a process of coding their information into our index cards. Since we found that some agencies had an extensive description of their services we decided to resolve our coding problem by simply setting up cards which contained the major category, the sub-category and only listed the computer page number assigned to the agency. (See Sample - 1). Additionally, we catalogued each agency information sheet (See Sample - 2), into five (5) volumes, each volume contained all the agencies serving handicapped in numerical order, for example:

Volume - 1	- Contained agencies with numbers from	0	- 199
Volume 2		200	- 399
Volume 3		400	- 599
Volume 4		600	- 799
Volume 5		800	- 999

SAMPLE - 1


Main Category
Computer Page Number
Sub-category
1
GENERAL SERVICES
Discrimination.....255,761
Educational.....478,487,489,490,494
Employment.....352,34,175,180,200,204,214,273,282,313,398,522,523,524
Family Life/Planning.....64,66,122,123,178,275,343,386,858,170
Financial Assistance.....182,184,303,309,172,328,370,374,495,357,496,497
Homemakers/Nursing.....102,172,356
Licensing.....306
Materials.....284
Med.Assistance.....(C)81,378,384,385,377
Summer Programs
Children.....31,842,844
Adults.....842,844
Med.Assistance
Adults.....371,385,386,416,419,377,861
Nutrition.....82,67,725,727,73
Recreation (parks).....39,124,125,133,249,464,535,588,590
Recreation
Children.....274,335,326,287,389,442
Adults.....274,442,326,339,335
Summer Programs.....31,842,844
Transportation.....230,299
Volunteers.....278,280
Zoning/Property.....46,73,281,353,365,369,374


2
COUNSELING
Adolescents.....66,341,409,410,648,649,650,651,652
Alcoholism.....61,130,157,277,579,738,838,894
Women/Men.....439
Birth Defects.....539
Credit.....309
Family Life/Planning.....123,178,66,275
Adults.....164,122,123,178,343,386,725,748,858
Women.....170
General
Children.....116,132,341,344,648,649,650,651,652,679
Adults.....132,173,187,221,134,241,309,374,552,629,679
Handicapping Conditions:
Cancer
Children.....579,904
Adults.....904
Diabetes.....765
Heart.....579,809,904
Lukemia.....536,579
Liver.....579,904
Psoriasis.....538,579
Psysically Handicapped
P.T.O.

SERVICES TO HANDI-CAPPED INDIVIDUAL

Human Sexuality
Housing and Life Skills 5

Autistic.....178,206
All Handicapping Conditions.....178,206,679
Trainable Ment. Ret.....679
Blind.....741

Placement/Vocational Counseling/Information and referral/Advocacy

Deafness.....183,437
Visual Impaired.....183
Blind.....686,741
All Handicapping Conditions.....833,783,193,216,390,271,840,327,566,635
Educationally Ret.....183
Behavior Disorders.....183,390,271
Pregnant Minors.....460
Drug Dependent Minors.....183,840,327
Emotional Dist. (Serious).....389
Mental Retardation (D.D.).....183,197,194
Health/Dev. Impaired.....183,194,197,329,437
Severely Lang. Handicapped.....183,466
Physically Handicapped.....183,909,934
Hearing Impaired.....437,183

Recreation/Information 6

All Handicapping Conditions.....174,176,193,226
Trainable M. R.....174,176,193
Ed. Retarded.....174,226
Behavior Disorders.....681,226,242
Drug Dependent Minors.....834,835,836*
Multi-Handicapped.....837,839
Specific Learning Dis.....842,846,849
Mental Retardation.....171
Serious Emon. Disturbance.....856,860
Health/Dev. Impairment.....197,194
Physical Handicapped.....171,844
Hearing Impaired.....844,859

*Not Multi-Handicapped, Serious E.D., Health.

Medical/Dental/Snort term/Information

All Handicapping Conditions.....212,333,368,616,798
Trainable M. R.....577
Severely Lang. Handicapped

Health or Dev. Impaired.....355,356
Speech Impairment.....362
Physically Handicapped.....362,387

P.T.O.

SAMPLE - 2

Computer Page Number

Agency Identification

SAN MATEO COUNTY DEPARTMENT OF PUBLIC HEALTH AND WELFARE (242)
MENTAL HEALTH SERVICES DIVISION
CENTRAL COUNTY MENTAL HEALTH CENTER (REGION 3)
CHILDREN'S SERVICE
3700 EDISON
SAN MATEO 94403

General Agency Information

PHONE(S)
573-2918

HOURS
MONDAY-FRIDAY, 8-5 (EVES. BY APPOINTMENT)

PERSON IN CHARGE
PAUL OPSVIG,,M.D.

TITLE
DIRECTOR

SOURCE OF FUNDS
COUNTY

FEES
VARY ACCORDING TO INCOME

LANGUAGES SPOKEN
FRENCH, SPANISH

HOURS SPOKEN
BY ARRANGEMENT

AREA SERVED
BELMONT, EL GRANADA, FOSTER CITY, HALF MOON BAY, MIRAMAR, MONTARA, MOSS BEACH, SAN CARLOS, SAN MATEO

PERSON TO CONTACT
INTAKE CLERK

TRANSPORTATION
FREE SHUTTLE BUS (SEE AGENCY CHOPE SHUTTLE BUS FOR SCHEDULE)

DATE ADDED
10/20/75

DATE UPDATED
11/15/77

Description of Agency Services

SERVICES
PROVIDES MENTAL HEALTH SERVICES TO CHILDREN (PRE-SCHOOL UP TO HIGH SCHOOL AGE) IN THE CENTRAL COUNTY AREA. SERVICES INCLUDE INDIVIDUAL AND GROUP TREATMENT PROGRAMS FOR CHILDREN AND PARENTS. SUMMER PARTIAL DAY CAMP PROGRAM, GROUP ACTIVITY PROGRAM, COMPANIONSHIP THERAPY WITH BIG BROTHERS AND BIG SISTERS, FAMILY THERAPY, PARENT-CHILD EDUCATIONAL GROUPS FOR PARENTS THROUGH LOCAL SCHOOLS, AND COLLABORATION AND CONSULTATION SERVICES WITH SCHOOL PERSONNEL. PRIMARILY OFFICE VISITS WITH HOME VISITS AVAILABLE IN SPECIAL SITUATIONS. PARENT MUST APPLY IN PERSON AND SHOULD CALL THE INTAKE CLERK FOR THE INITIAL INTERVIEW.

This process proved quite effective during the initial months of operation . The following is an example of how the process is used:

1. a client comes in andrequests information about counseling concerning birth defects;
2. the Intake Worker takes down all the information, identifies needs, goals and priorities; and
3. the Intake Worker picks up the card index and looks at the category counseling and the sub-category entitled birth defects.

On the right hand corner of the category is the number 539, (See Sample 1 Card), this number identifies the page number and agency number found in our Volume 3 of resources. An agency is thus identified and in this example it is the March of Dimes Bay Area chapter and contains the following:

MARCH OF DIMES NATIONAL FOUNDATION (539)
BAY AREA CHAPTER
1670 SO. AMPHLETT BLVD., SUITE 108
SAN MATEO 94402

PHONE(S)
349-9550

HOURS
MONDAY - FRIDAY, 9-5

PERSON IN CHARGE
JAMES S. WALKER

TITLE
EXECUTIVE DIRECTOR

SOURCE OF FUNDS
DONATIONS

FEES
NONE

AREA SERVED
ENTIRE COUNTY
NOT LIMITED TO THIS COUNTY

DATE ADDED
02/12/76

DATE UPDATED
08/15/77

SERVICES
PROVIDES INFORMATION TO THE GENERAL PUBLIC AND PROFESSIONALS ON BIRTH DEFECTS PREVENTION AND PROVIDES REFERRALS FOR GENETIC COUNSELING AT FOUNDATION SUPPORTED CLINICS. PROVIDES FUNDING TO COMMUNITY PROGRAMS FOR THE FOLLOWING SERVICES: NUTRITION COUNSELING, PRENATAL CARE, IMMUNIZATION PROJECTS AND GENETIC COUNSELING. PROVIDES GRANTS FOR MEDICAL CARE TO BIRTH DEFECTS PATIENTS. AWARDS HEALTH CAREER SCHOLARSHIPS. CALL OR WRITE FOR EDUCATIONAL LITERATURE OR FINANCIAL ASSISTANCE INFORMATION.

To update the information contained in the agency information sheets, an agency information questionnaire was mailed to 500 agencies. Each agency was required to give not only information about their agency but additionally attach brochures or any other pertinent information. The response was quite encouraging of the 500 mailed out 178 were returned. Many others called in to find out why they had not been included in the first agency mail out so the information was either taken over the phone or an agency form sent (See Appendix "F").

The final outcome of this agency information coding method was to compile enough information about agencies so that they could be transferred to a permanent system.

Setting Up a Permanent System

Based on discussions by DSM staff (San Bruno), with DSM staff in various parts of the country, it was discovered that several of the DSM models were using the Litton McBee Key Sort Case System for recording and retrieving agency information. The system, according to those DSM centers, was:

1. Simplistic in design and readily facilitated retrieval of information, which memorized the amount of the staff inservice;
2. it was the most economical of several methods of information retrieval that they had considered and which required little equipment;
3. the storage of the Key Sort Cards was not time consuming because it was not necessary to alphabetize cards; and

4. The process for retrieving information is quite simple, for it only requires the use of a metal rod or wand which is inserted into a particular coded category listed in the key sort cards. Since the information needed has been code notched by a hand punch, all key sort cards which contain the desire information will fall free of the rest of the cards when the wand is passed through the code that is desired. (See Appendix "G").

Based on the recommendations provided by the DSM project and our concern to develop an information retrieval system which was comprehensive, adequate and easy to use. The DSM Project Director contacted Mr. Ralph Prevo, a Litton McBee Key Sort System representative. Mr. Prevo provided the center staff with a thorough orientation of the system. After examining the advantage of having the system, a set consisting of 1,200 cards was ordered. To acquire up-to-date information about the community agencies so that the information be coded into the McBee System an agency information form was developed and mailed out. (See Appendix "H").

The information contained in the completed forms, in addition to the information contained in the forms provided by the San Mateo County's Library Community Information service were of great help in helping the DSM staff in coding and setting up system.

TASK - VII

Public Relation Efforts

Throughout the entire funding year the need to promote the DSM model led the staff to utilize every communication medium.

The most effective were the school presentations, the word-of-mouth referral, the newspaper publicity and the referral made by local agencies such as the Golden Gate Regional Center.

From the moment DGA found out about the contract award, plans were made to inform key individuals involved in the implementation of Public Law 94-142 at the local and state level of the project and possibly involve them in the Advisory Committee.

One of the first tasks was to set-up a meeting with the Director of Special Education at the county level and the director of the Search and Serve effort, California State Department of Education, Sacramento, California. The purpose of the meeting with these individuals was to establish linkages with their respective departments, obtain information and materials relative to the state and county Master Plans, find out of any state senate bills, Public Law 94-142, implementation plans, and discuss how Direction Service Model could assist in their efforts. Both groups of people were quite receptive to the models goals and objectives for they found it to be necessary, complimentary and timely. (See Letters, Appendix "I").

Meetings with various key organizations at the local level were set up. The Developmental Disabilities Coordinating Council, the San Mateo County Office of Education, Community Advisory Council, the Community Advisory Committee for the California Master Plan and Public Law 94-142, the San Mateo County Association of School Communities, the San Mateo County Attendance Supervisory, etc. (See Appendix "J").

All these meetings provided excellent opportunities not only to discuss the goals and objectives of the model but also establish linkages betwen the school and the community.

During the first two months personal contacts were made with single and multi purposes agencies for the purpose of introducing the Direction Service Model, obtain information and brochures about the agency; service, and establish working relationships.

The utilization of agency newsletter, journals, and the newspapers as a medium of letting people know about DSM were somewhat effective. This process is effective because it exposes the DSM center to those people who subscribe and purchase newspapers but problems occur when statements in the article are in some instances taken out of contex and printed. So far the coverage of the local newspaper (newsletters) were successful in getting people to call in and ask for assistance. (See Appendix "K" and Table 11).

Abstract

An abstract of the San Mateo County Direction Service Model was developed two (2) weeks after contract award. (See Appendix L). This abstract was quite helpful in making people aware about DSM, our services and staff. The abstract as it was written was instrumental in providing the base for a DSM brochure which was finally designed (draft form), the latter part of March, 1978. The layout of the brochure was quite comprehensive for it covered the following information.

1. Background information
2. Direction Service Model's philosophy
3. Who is eligible for Direction Services
4. What does Direction Services offer to parents
5. How is Direction Service contacted

6. What happens after referral to Direction Services
7. Process of handling requests:
    a) referral agency determined
    b) program finalized
    c) service delivery initiated
    d) service delivery coordinated/monitored
    e) services completed
8. Agency/service information base
9. Client/service information base
10. Volunteer coordination
11. Outreach
12. How to contact Direction Services
    a) address
    b) map layout of San Bruno and DSM location
    c) office hours
    d) staff

As of June 7, 1978, a 24 hour phone answering service will be set-up to meet the needs of those people who call after office hours.

TASK - VIII

Contact With Other DSM Projects

The prompt response of requested materials from all Direction Service Models nation wide were of tremendous help. During the funding period several meetings with the Salt Lake City DSM, the Eugene, Oregon DSM, and the Los Angeles DSM were held to discuss strategies

for successfully developing a Direction Service Model. The outcome of these meetings was the plan to set up a general DSM staff, two (2) day workshop meeting to discuss various issues which were of concern to all DSM staffs. The attendees would be staff members from all DSM Projects (See Appendix "N", Meeting Agenda). The final product from this meeting would be the development of a "how-to-manual" which could be utilized by any group.

Synopsis of the First Year

As indicated in the RFP the San Mateo County Direction Service Model, funded by DHEW/OE/BEH Contract to Del Green Associates, was required to perform the following tasks:

Task - 1

Implement the description of proposed Direction Service characteristics described below which provides information services for parents, guardians, teachers, and others working with handicapped children. The model will demonstrate a matching of the child's service needs to available services. The design of this demonstration model must enable its ultimate continuation and replication with non-Federal funds.

Task - 2

Develop and maintain systematic, cooperative, and coordinative linkages with education agencies (SEAs- LEAs) as well as other agencies, institutions, and organizations offering services to handicapped children and youth. These linkages should allow the child's service need to be fulfilled. (See Appendix B & I).

Task - 3

Document this demonstration so that potentially replicable models may be identified and assessed. Offers must specify the documentation procedures and formats which will be used. Documentation for project replication must encompass all critical aspects of data which another agency might require in order to independently duplicate a successful Direction Service Demonstration.

The Del Green Associates (DGA), Direction Service Model addressed these tasks using two perspectives: The individuals and the systems. These two perspectives encompassed the following:

1. Individual's Perspective

a) Develop a one-stop, general information service

b) Maintain a multidisciplinary perspective.

c) Emphasize a temporal, dynamic, non-static, orientation

d) Create distinct administrative roles and functions.

e) Maintain each individual's service information.

f) Foster client participation in the direction service.

g) Foster the human, personal dimension.

2. System's Perspective

a) Foster comprehensiveness of service scope.

b) Serve all handicapped youth in the local region.

c) Concentrate on evaluation from the individual's perspective.

Each one of the perspectives and their subcomponents have been addressed throughout the final report. But in this concluding synopsis of the first of the focus will be on each of the subcomponents. In discussing the subcomponents goals, objectives, schedules, received by DSM were identified. For purposes of clarity the analysis is done in a chart format so that the reader can see the strategies used by the DSM staff in meeting each of the tasks of every subcomponent. The page number alongside the strategy indicates the section in this report which further explains the strategies used and the results.

SECTION - III

SYNOPSIS OF FIRST YEAR OF FUNDING

DIRECTION SERVICE MODEL'S GOALS AND OBJECTIVES

Individual Perspectives	Goals	Objectives	Strategies	Page
A. Develop a one-stop information service.	To improve the coordination of services to exceptional children in the context of improving services for all children and their families. To improve the current absence, fragmentation, and duplication of services for handicapped children. To improve communication between service providing agencies, the school and the home. To educate the parents of handicapped children relative to resources/rights so that they may become better informed advocates and case managers for their children.	To establish working linkages with school personnel, parents, guardians, local service provider agencies and others concerned with handicapped children and youth. To identify and refer parents, teachers, and others to resource films and materials which addresses major handicapping conditions, i.e. mental retardation, emotional disturbance, visual impairments, blind, deaf, hard of hearing, speech and language disorders, neurological impairments, learning disabilities, developmental disabilities, health impairments and orthopedic impairments. To identify and compile for parents, teachers, and others a directory (Agency Services Directory) listing the name of all agencies in San Mateo County which serve handicapped children by the agencies area(s) of specialty, business hours,address, telephone number, eligibility requirements and an identified contact person, by name, within each agency in San Mateo County. To identify and compile for parents and teachers, a listing of educational services/programs public/private, state/local for	1. Staffing 2. Orientation of staff. 3. Facility arrangements. 4. Volunteer recruitment. 5. Establishment of reference file. 6. Public relations.	4 4 4-6 22 73 81 73

DIRECTION SERVICE MODEL'S GOALS AND OBJECTIVES

Individual Perspectives	Goals	Objectives	Strategies	Page
A. - Cont...		handicapped children/youth including location, telephone number and area(s) of speciality.		73
		To identify and compile for the benefit of parents, resource materials relative to guidance in rearing a handicapped child and counseling services which are available to help them understand the special emotional demands they suffer.		73
		To identify and refer teachers and parents to sensorial aids, specialized curriculum materials, special equipment etc., and their appropriate and/or in appropriate usage with handicapped children.		73
		To identify for parents vocational and educational opportunities within the local community.		73
		To identify opportunity for teachers, parents, and service providers to engage in informal discussions, to share view points, to ask questions and in essence being the establishment of/or improve communication linkages between parents, teachers, and service providers.		73
B. Maintain a multi-disciplinary perspective.		To expand the boundaries of different professional groups.		73
		To establish linkages across boundaries of professions to to better serve handicapped children.		81

100

101

Individual Perspectives	Goals	Objectives	Strategies	Page
B. - Cont...	To use education (information dissemination) as a major resource for human development. To establish linkages across boundaries of community service agencies specializing in services for handicapped children and their families.	To establish and maintain a multidisciplinary model of direction services for San Mateo County, school personnel, parents and children. To provide information and awareness to school personnel and parents via presentations, DSM brochures, and the County Office of Education's Monthly Newsletter. To provide follow-up services to clients. To link-up with local education institutions, service agencies, school personnel, and others to obtain in-kind services, i.e., materials, trainers, student and field placements. To establish a Direction Service Model Advisory Committee with at least eleven (11) members constituting membership.	1. Hire multidisciplinary, multilingual, multicultural, staff representative of the county's population. 2. Develop a comprenhensive information and referral system. 3. Establish Advisory Board. 4. Set-up a non-threatening intake procedure. 5. Set-up a record keeping system. 6. Develop an information awareness plan.	4 and Appendix A 73 24 31 31 81
C. Emphasize a temporal, dynamic, non-static, orientation.	To establish an understanding among school personnel and parents about the importance of early identification, diagnosis and treatment of children with handicapping conditions.	To provide information to the school personnel and parents on the benefits of interdisciplinary planning to meet the needs of handicapped children.	1. Case conferring and individualizing programs.	52

Individual Perspectives	Goals	Objectives	Strategies	Page
C. - Cont...	To work cooperatively with school personnel and parents in the identification of appropriate services to meet the special and related needs of handicapped children. To involve parents, teachers, diagnosticians and other service providers in coordinated, planned meetings.	To identify the "case conferencing" approach to the school and parents as a method for implementing an interdisciplinary approach to planning. To provide information relative to the advantages of the case conference approach, i.e., parents involved, a cross fertilization of professions, and resources, decreased possibility of mislabeling, and individualizing plans which are multidisciplinary in perspective. To provide the school personnel information on the coordination and conduct of case conferences. To provide information on the utilization of information obtained from a case conference and how it is incorporated into the individual child's program plan to parents and teachers		53
D. Create distinct administrative roles and functions.	To hire staff who is experienced, sensitive, and committed to identifying and matching appropriate services to meet the needs of handicapped individuals and establish agency linkages and follow-up procedures.	To have a listing and continued update of the status of all eligibility regulations of service provider agencies. To establish a network of service contacts via an active appointment process on behalf of the handicapped child/family.	1. Develop in staff a clear understanding of the intent and scope of project.	4 and APPENDIX A

Individual Perspectives	Goals	Objectives	Strategies	Page
D. - Cont...		To provide transportation for the child and family, only when no other resources are available, to assure appointments are kept with other service agencies. To maintain an information retrieval record keeping system to promote follow-up procedures for children and parents who may have difficulties obtaining recommended services from other agencies. To establish formal, cooperative inter-agency agreements with service providers so as to improve service delivery and decrease duplication of efforts.		73
E. Maintain each individuals service information.	To compile, and maintain records of all direction service activities which another agency may utilize in order to independently duplicate a successful Direction Service Model.	To carefully document all aspects of the Direction Service Model. To maintain confidentiality of records in recognition of the child's and families rights to privacy. To have outreach activities to expand public awareness of Direction Services in low income, depressed areas of San Mateo County. To maintain an administrative system which includes internal monitoring and accountability, staff development, fiscal/program management activities, documentation for project replication,	1. Develop documentation forms. 2. Develop record keeping procedures for all aspects of project.	31 31

Individual Perspectives	Goals	Objectives	Strategies	Page
E. - Cont...		project reporting, and other activities not readily assignable to any other category.		
F. Foster client participation in the Direction service.	To actively involve parents in all decision-making relative to services provided to their child through the Direction Service Model.	To involve parents in all decision-making relative to their child.	1. Assure the involvement of parents in Advisory Committee.	24
		To involve parents in the identification of resources.	2. Assure the involvement of parents in the identification of goals and priorities.	52
		To involve parents in the identification of their needs for which they want services.	3. Clarify the similarities of goals between school, Direction Service Model, community (to include agencies) and parents.	52
		To have parents gain a better understanding of resource linkages, their functions, eligibility requirements, etc., via informal discussions, written materials (i.e., brochures, pamphlets).		
		To have parents make the decision relative to service provider options for their child.		
		To involve parents in the follow-up activities relative to their degree of satisfaction with the service delivery system of the DSM and other agencies.		
		To involve parents in the revision and/or adaptation of service delivery plans for their child.		

DIRECTION SERVICE MODEL'S GOALS AND OBJECTIVES

Individual Perspectives	Goals	Objectives	Strategies	Page
G. Foster the human, personal dimension.	To respect individual differences and needs.	To foster healthy, human attitudes toward individual differences in clients, staff school personnel and others.	1. Provide free printed information which will expand knowledge of school personnel, and parents relative to exceptionalities.	49
			2. Re-emphasize the similarities of goals between school, DSM, community (to include agencies) and parents.	81

110

111

DIRECTION SERVICE MODEL'S GOALS AND OBJECTIVES

System's Perspective	Goals	Objectives	Strategies	Page
A. Foster comprehensiveness of service scope.	To compliment the present service system and encourage client maximization and usage.	To put parents, school personnel, and others in touch with service resources outside of their current boundaries of thought and knowledge.	1. Develop a resource index which will identify providers of other services -- e.g., medical, special education, vocational, rehabilitation, and welfare.	73
			2. Act as a catalyst toward generating the proper mix of services.	73
B. Serve all handicapped youth in the local region.	To provide services to all eligible handicapped children, youth and their families who reside in San Mateo County.	To maintain the DSM in the San Bruno Park School District (North County) and establish an outreach office in the Ravenswood School District (South County).	1. Promote daily visibility of services available to all sectors of the County.	73
			2. To develop plans for setting up outreach offices in various sectors of County, especially in southern sector. (1-2 days).	4
	To maintain the Direction Service Model within the San Bruno Park School District.	To provide direction to parents and staff of handicapped children of the San Mateo Office of Education.		
	To provide equitable services to all clients in need without discriminatory practices.	To provide equitable services to all handicapped children regardless of ethnicity, language, and cultural traditions and practices.	3. Match the staff ethnically, linquistically the culturally to the population of San Mateo County.	4
C. Concentrate on evaluation from the individuals perspective.	To conduct nondiscriminatory evaluations of each individual clients service needs.	To plan cooperatively with the parents the establishment of goals and timetables.	1. Develop a coordination of client/school/service provider to maintain open communication and continuity of services.	1
	To involve parents throughout the evaluation/planning processes.	To obtain past records and history to better assess the child's total needs and services gaps.		

112

113

DIRECTION SERVICE MODEL'S GOALS AND OBJECTIVES

System's Perspective	Goals	Objectives	Strategies	Page
C. - Cont...	To involve parents and other professionals who may contribute in the setting of goals and methods to meet the needs of the handicapped child.	To utilize nondiscriminatory practices.	2. Records from parents, guardians, and other agencies (with their cooperation, consent, and written approval) will be obtained.	31
			3. Confidentiality and locked file security of records to be maintained.	52
			4. Access to (own) child records will be available to parents.	52

114

115

APPENDIX "A"

JOB DESCRIPTIONS AND VITAES

1. Project Director - Ms. Jean E. Wofford

Amount of time to be employed on project - 100%. The Project Director, working under the direction of Mr. Green, DGA President, will be responsible for the following activities and functions:

a) Establishing and maintaining effective liaison with the liaison with the DHEW/OE/BEH Project Officer, Direction Service Model Staff and consultants, Oakland Unified government officials, and service provider agencies.

b) Organizing, planning, providing orientation for and giving overall direction to all project staff and consultants.

c) Keeping DSM staff and consultants informed on all developments which have a direct bearing on project operations.

d) Monitoring and supervising all contract tasks to assure that they meet the requirements, scope and intent of the contract.

e) Maintaining continuing and cooperative relations with DHEW/OE/BEH and representing DGA in all matters relating to project operations.

f) Maintaining contact with Federal, state and local officials and agencies involved in services for handicapped individuals and training in areas specifically relating to P.L. 94-142 requirements.

g) Planning, scheduling and finalizing the agendas for and conducting all DGA staff,school personnel and parent training sessions.

h) Identifying and recruiting needed personnel to assist in conducting all monthly training sessions.

i) Reviewing specialist case reports.

j) Assisting staff and consultants with the provision of training and information to school personnel and parents on an "as needed basis".

k) Preparing all reports specified in the RFP.

l) Providing oral briefings to the OCD Project Officer on an as needed or requested basis.

m) Assuming overall responsibility for the satisfactory completion of all contract tasks within the time constraints set forth in the RFP.

2. Project Site Coordinator - Mary Ann Newcomb

Amount of time to be employed on project - 100%. The Project Site Coordinator will be responsible for the following activities. and functions under the direction of the Project Director.

a) Scheduling and coordinating all site activities of the resource services specialists.

b) Reviewing all services/site reports, evaluation summaries, and scheduling and arranging of agency meetings.

c) Making recommendations to the Project Director regarding the resolution of specific problem issues and program difficulties encountered by model staff.

d) Assisting the Project Director in planning, scheduling, coordinating and developing the information.

e) Prepare written Progress Reports of all activities, (meetings, problems, and successes) of the DMS Project and submit to the Project Director on a monthly basis.

f) Make the arrangements for the Advisory Committee meetings.

g) Assisting the Project Director on an "as needed" basis in the review and preparation of all reports specified in the RFP.

h) Maintaining continuous contact with service provider agencies and institutions providing services and necessary follow-up assistance.

i) Reviewing and keeping informed on current legislation, and educational trends, goals relating to the education/services for handicapped individuals.

j) Reviewing OE/BEH memoranda, and bulletins as well as other published articles and materilas dealing with the education and related services to handicapped individuals.

k) Contributing to the compilation and updating of materials, legislation, and programs relating to handicapped individuals.

l) Preparing, on an as requested basis, an analysis of the content and anticipated effectiveness of selected resource materials.

3. Resource Services Specialist - John M. Chavez

Amount of time to be employed on project - 100%. The Resource Services Specialists, working under the direction of the Project Site Coordinator, will be responsible for the following activities and functions:

a) Identifying, collecting, compiling and packaging of information materials relative education and related services for handicapped individuals.

b) Identifying, collecting and compiling resource directories of all community service agencies by specialty area (s), location and eligibility requirements.

c) Establishing and maintaining a resource of publications, journals, articles, brochures, and pamplets.

d) Providing answers to parents, guardians, school personnel and others concerned with handicapped children.

e) Identifying educational services, the location and requirements to obtain them.

f) Identifying counselling services available to help families understand the special emotional demands created by having a handicapped child.

g) Identifying vocational opportunities and services, the location and requirements to obtain them.

n) Identifying sources of financial assistance available to pay for services required by the handicapped child.

i) Establish a network of service contacts via an active appointment process on behalf of the exceptional child/family.

j) Maintain a retreival recordkeeping system.

k) Provide transportation for the child and family, when no other resources are available to assure appointments are kept with service agencies.

l) Prepare written reports of activities performed on a monthly basis and submit to the Project Site Coordinator.

4. Administrative Secretary - Poppy Rawley

Amount of time to be employed on project - 100%.

The Administrative Secretary, working under the direction of the Site Coordinator, will be responsible for the following activities and functions:

a) Coordinating the Project Office Activities.

b) Typing, filing and record-keeping.

c) Providing back-up support to Project Staff in obtaining information about service provider agencies.

d) Assist in the Intake - Referral Procedures.

e) Cataloging and Coding of all resource materials.

f) Assist in the scheduling and arrangements of Agency meetings.

R E S U M E'

JEAN ELIZABETH WOFFORD (Ph.D. Candidate)

BORN: January 19, 1941 - Charleston, West Virginia

FAMILY STATUS: Married - Two Children

EDUCATION

1974 - 76	Joint Doctoral Special Education Program San Francisco State University University of California at Berkeley Advancement to Candidacy -- May, 1976 Ph.D. Conferal -- August, 1977	
1972	Behavorial Sciences Institute 969 Pacific, Monterey, California Certificated in Reading, May 4, 1972	
1971 - 73	San Francisco State College Education Administration Credential (Life Time)	California Credential
	San Francisco State College Education Administration	Master of Arts Degree
1969 - 71	San Francisco State College Education Special Emphasis: Learning Disabilities & Urban Education	Master of Arts Degree
1969 - 70	San Francisco State College Standard Elementary Teaching Credential (Life Time)	California Credential
1965 - 68	San Francisco State College Psychology Major	Bachelor of Arts Degree
1963 - 65	Long Beach City College Psychology Major	Associate of Arts Degree
1958 - 60	Kanawha County School of Nursing Licensed Vocational Nurse (California & West Virginia)	Diploma
1958	Saint Albans High School Saint Albans, West Virginia	Diploma

EMPLOYMENT HISTORY:

December 1976 - Present	Vice-President Del Green Associates 1181 Chess Drive, Suite 200 Foster City, Ca 94404 Prime responsibilities include coordinating the Consolidated Management Systems (CMS) Contract with OCD/DHEW, Region IX which involves assessments, validations and training and technical assistance of (29) Head Start Grantees which differ vastly in funding levels, size, demography, scope and intent.
Jan. 1976 - Dec. 1976	Handicap Specialist Development Associates Inc. Management and Governmental Consultants Resource Development Center Under Contract to Office of Child Development, DHEW, Region IX, 693 Sutter Street, 3rd Floor, San Francisco, California 94102
1973 - 1976	Program Coordinator for the integration of Handicapped Children University of Redlands Regional Training Office Under Grant to Office of Child Development, DHEW, Region IX 50 United Nations Plaza, San Francisco, California 94102
1972 - 1974	Assistant Professor Special Education Department San Francisco State University 1600 Holloway Avenue San Francisco, California
1971 - 1973	Assistant Director BEAM Project 1530 Buchanan Street San Francisco, California 94115
1970 - 1971	Teacher (Learning Disability Group) Jose Ortega Elementary School 400 Sargent Street San Francisco, Ca 94132
1969 - 1970	Teacher Corps Intern Emerson Elementary School 2725 California Street San Francisco, Ca 94115

1968 - 1969	AFDC Division Computer Department of Social Services City & County of San Francisco 965 Mission Street San Francisco, California
1967 - 1968	Senior Clerk Typist (Traffic Bureau) San Francisco Police Department City & County of San Francisco 850 Bryant Street San Francisco, California
1966 - 1967	AFDC Division Computer Department of Social Services City and County of San Francisco 965 Mission Street San Francisco, California
1965 - 1966	Licensed Vocational Nurse Shriners Hospital for Crippled Children 1701 19th Avenue San Francisco, California
1961 - 1965	Licensed Vocational Nurse Saint Mary's Hospital 10th & Linden Streets Long Beach, California 90813
1960 - 1961	Licensed Vocational Nurse Kanawha County Hospital Kanawha City, East Charleston, West Virginia

WORKSHOPS AND CONFERENCES

Conference Keynote Speaker	"Mainstreaming Handicapped Children Into Project Head Start" East Bay Association for the Education of Young Children Merritt College, Oakland, California November, 1975
Conference Keynote Speaker	"Trends in Special Education And Head Start" Orange County Head Start Orientation, September, 1976 Garden Grove, California

Conference Keynote Speaker	"The Establishment of Community Agency Linkages: A priority" Southern California Cluster Head Start Conference, Palm Springs, California November, 1973
Conference Panelist	"Mainstreaming" California Association for the Education of Young Children, Fresno, California February, 1974
Conference Panelist	"The 10% Handicap Mandate-- Where Are We?" Region IX Westinghouse Health Services Systems Consultant Orientation Hilton Inn, San Francisco, California September, 1976
Conference Presenter	"Mainstreaming: For What And For Whom" California Association for the Education of Young Children, Sacramento, California 1976
Conference Presenter	"Are Special Education Services Special?" A Symposium: The Assessment of Children: A Minority Perspective National Association for the Education of Young Children, Anaheim, California November, 1976
Conference Presenter	"Standardized Tests & Public Policy" Bay Area Association of Black Psychologist Berkeley, California September 1976
Conference State Delegate	California White House Conference for Handicapped Individuals Los Angeles, California November, 1976
Workshop Coordinator	Integrating Handicapped Children into Project Head Start" For the Office of Child Development, Region IX, January 16-17, 1974

Workshops

Coordinator/Trainer "Integration of Handicapped Children Into Project Head Start" Guam, 1974-1975; Saipan, 1974-1975; Truk, 1974-1975; Ponape, 1974-1975; Yap, 1974-1975; Marshalls, 1974-1975; Palau, 1974-1975; Hawaii, 1974-1975.

Workshop Coordinator "Serving Children With Special Needs" Las Vegas, Nevada October 1975.

Workshop Presenter "Mainstreaming in Early Childhood Education" Mainstream and The Master Plan for Special Education: Panacea or Progress San Francisco State University Mainstream Project, San Francisco, California, June, 1976.

Workshop Presenter "Hyperactivity vs. Hyperkinesis Syndrome" Resource Development Center Development Associates, Inc. Phoenix, Arizona August, 1976.

Workshop Trainer "Individualization" Resource Development Center Development Associates, Inc. Sacramento, California October, 1976 San Diego, California November, 1976

CONSULTANCIES

Oakland Public School District for Behavioral Sciences Institute 969 Pacific Street Monterey, California (December 1971-April 1972)

Oakland Street Academy Oakland, California January 1973 - March 1973

Candlestick Cove Elementary School San Francisco Unified School District San Francisco, California (September 1973 - June 1974)

PUBLICATIONS & PAPERS

Wofford, J. E. and Bradfield, R., Jones, L.V. Project BEAM: An Experiment in Intervention. Journal of Negro Education, Howard University Press, 1975.

Wofford, J. E. Ebonics: A Legitimate System of Communication. Position Paper, University of California, 1976.

Wofford, J. E. The Linguistically Different Black Child and Standardized Tests Biases. Position Paper, University of California, 1976.

Wofford, J. E. Code-Switching Behavior in Black Third-Grade Low Income Children in Formal and Informal Situations. Unpublished doctoral dissertation proposal, University of California, Berkeley, 1976.

Wofford, J. E. "Individualization." New Dimensions In Head Start Resource Journal, Resource Development Center, September, 1975.

Wofford, J. E. "Mainstreaming: A Temporal Dynamic, Non-Static, Multidiciplinary Process." The Bulletin, Fall Issue Vol. 11 No. 1 September, 1977.

Wofford, J. E. "Ebonics: A Legitimate System of Oral Communication" Journal of Black Studies Special Issue: Ebonics Spring, 1978.

PROFESSIONAL ORGANIZATIOM MEMBERSHIPS

- The Council for Exceptional Children
- National Association for the Education of young children
- Association for Children with Learning Disabilities
- Black Women Together
- Beta Sigma Phi

REFERENCES

Available upon request.

RESUME

CARMEN E. ANTHONY

Educational Background

Spelman College
Atlanta, Georgia
Bachelor of Arts Degree
awarded June 1968
Major - Art
Minor - History

San Francisco State University
Special Education Dept.
San Francisco, California
Master's Degree
awarded July 1977
Education of Exceptional Children

Specialized Training: Early Child Development and Supervision

San Francisco State University
San Francisco, California

Laney Community College
Oakland, California

Merritt Community College
Oakland, California

Far West Laboratory for Education Research and Development
Berkeley, California

Employment History

Merritt College
Office of Community Services
12500 Campus Drive
Oakland, California 94619

March 10, 1976 to March 27, 1976
Position: Conference Coordinator

Responsible for the development, coordination and evaluation of the "Developing Young Woman" Conference, held for women ages twelve to eighteen, parents and interested persons. Selected and supervised workshop leaders. Assisted in organizing workshop sessions regarding parental relationships, sexuality, self-image, sexism, health and career development.

Employment History (continued)

Head Start Supplementary training/Child
Development Associate Program
75 Southgate
Daly City, California 94015

October 1975 to February 1976
Position: Cluster Coordinator and CDA Instructor

The Child Development Associate (CDA) Program is a competency-based teacher training program. Responsible for organizing and coordinating the articulation between Head Start grantees and local community colleges regarding the development of the CDA Program within seven counties. Also, conducted CDA training workshops for Head Start Staff.

October 1974 to September 1975
Position: Facilitator (Field Representative)

Assisted the director in data gathering and developing CDA materials. Responsible for academic and vocational counseling for five county areas. Aided the CDA coordinator in program implementation.

New York University
School of Continuing Education
One Fifth Avenue, Suite 4G
New York, New York 10003

February 1973 to February 1974
Position: Instructor in Bronx Day Care Training Program

Responsible for the development and implementation of workshops designed to enhance the skills and attitudes regarding early child education in a classroom setting. Involved in on-site observation of teachers and parents, as well as student counseling.

The Teachers, Inc. (Antioch College)
Department of Education Graduate Studies
2700 Broadway
New York, New York 10025

June 1973 to October 1973
Position: Facilitator (Instructor)

Designed and taught a series of ten workshops for a course entitled, "Children's Artistic Expression." Explored the use of art as a medium to further enrich classroom curricula. Academic and vocational counseling provided.

Employment History (continued)

Head Start Program
Special Projects Division
240 Church Street
New York, New York

August 1972 to December 1972
Position: Coordinator of Mobile Training Unit

Responsibilities included the development and implementation of teacher/parent training workshops; the development of innovative learning materials and approaches. Also responsible for supervision of Mobile Unit Staff.

Head Start Program
North Oakland Center
63rd and Shattuck Avenues
Oakland, California

March 1969 to July 1971
Position: Teacher

Program objective was to provide an atmosphere conducive to the development of creative student potential with emphasis on individualized instruction and self-awareness. Supervised center personnel.

Consultant Experience

Bushwick Head Start Program
1139 Bushwick Avenue
Brooklyn, New York

January 1973 to July 1973

McDonough Street Head Start Program
506 McDonough Street
Brooklyn, New York

November 1973 to February 1974

Provided training in early childhood education and part-time supervision of teaching staff. Workshops were designed to fulfill specific subject area needs. Classroom observation and individual counseling were provided.

References submitted upon request.

CURRICULUM VITAE OF : JOHN MAURICE CHAVEZ

PERSONAL

Address: 2701 Ridge Road #301, Berkeley, California, 94709
Birthdate: September 8, 1945
Birthplace: San Salvador, El Salvador, Central America
Parents: Juan Filiberto Chavez, Washing Machine Repairman (Deceased)
Maria Yolanda Chavez, Cannery Worker

EDUCATION

Ph. D. (Advancement to Candidacy)	January, 1978	University of California School of Education Division of Humanistic and Policy Studies (Early Childhood Education) Berkeley, California
M.A.	June, 1975	University of California School of Education Sociology of Early Childhood Education Berkeley, California
B.A.	April, 1973	University of California School of Letters and Science Sociology Department (Urban Education) Berkeley, California

EMPLOYMENT

October 1977 - Present — Direction Service Model (An OE/BEH/DHEW demonstration model) 500 Acacia Avenue San Bruno, California 94064

Position: Resource Services Specialist

Job Summary: Assist the 23 school districts,within the 19 cities found in the San Mateo County area, to implement the Education for All Handicapped Children Act (P.L. 94-142). The Resource Specialist is responsible for developing the necessary linkages between the home of the exceptional child, the school, and the community agency.

June, 1976 - October, 1977

Del Green Associates
1181 Chess Drive, Suite 200
Foster City, California 94404

Position: Senior Associate

Job Summary: Managed the activities of contracts which focused in the field of early childhood education or special education i.e. The Evaluation of Head Start Programs in the States of Arizona, California Hawaii, Nevada and the Trust Territories of the Pacific; The Direction Services Model; The Usage of Vacated School sites by Head Start programs. Additionally was a member of Consolidated Management Review (CMR) teams assigned to evaluate the various program components of the Head Start program (Education, Nutrition, Health, Parent Involvement, etc.)

October, 1973 - June, 1976

The U.S. Department of Health Education and Welfare, Administration for Children, Youth, and Families (formerly the Office of Child Development), Region IX, United Nations Plaza, 50 Fulton Street, Room 143, San Francisco, California, 94102

Position:

Oct., 1973-June, 1974 Office of Child Development Fellow
July, 1974-June, 1975 Children's Bureau Research Fellow
July, 1975-June,1976 Children's Bureau Program Assistant to Washoe County's Community Services Agency, Reno, Nevada.

Job Summary: Assisted the DHEW/ACYF Head Start Program Director and Children's Bureau Specialist to monitor and provide consultation services to Federally funded programs in the four western states (Arizona, California, Hawaii, and Nevada) in the areas of Early Childhood Education, Parent Involvement, Child Abuse, Foster Care and Adoptions, Bilingual/Multi-cultural education, etc. Additionally, coordinated for three (3) years, Project Developmental Continuity, a new nationwide experimental preschool program (Head Start) which was attempting to merge the preschool into the elementary school setting. The project was situated in Visalia, California. The projects coordination began at inception and through the planning, and operational years.

November 1969 - October, 1973

University of California
Office of Financial Aid, Sproul Hall
Berkeley, California

Position: Counselor

Job Summary: Provide Financial Counseling to all University students; coordinate the special Scholarship program for minority students (Graduate and undergraduates); Analyze scholarship, grants, and financial aid applications.

June, 1967 - June, 1969

Military Service, U.S. Army

Position: Statistician (Fort Bliss, Texas)
Librarian (Fort Bliss, Texas, a civilian job)

1968 - 1969 Administration Specialists, War Room (Southern European Task Forces. Vicenza. Italy. Caserma Carlo Ederle)

June, 1966 - June 1967

Mission Language Vocational School
2929- 19th Street
San Francisco, California

Position: Student Services Coordinator

Job Summary: Provided counseling and referral services to approximately 350 Mexican American and Latin American students and their families. These students were learning English and vocational skills to survive in their urban environment.

1965 - 1966

Economic Opportunity Council
(Mission Area Office) 828 Valencia Street
San Francisco, California

Community Organizer, Intake and Referral worker

MISCELLANEOUS POSITIONS

March 17, 1978 - March 24, 1978

California Field Studies
3462 Golden Gate Way
Lafayette, California, 94549

Position: Lecturer

Job Summary: Taught a two (2) unit course through the auspices of the College of Notre Dame entitled "Mexico: An Overview of Hispanic Culture in

Job Summary: (Cont.)	Three Mexican Ports (C358.03 - 2 units)." This graduate seminar was held aboard the Pacific Princess, a Princess cruise liner, bound for the cities of Puerto Vallarta, Mazatlan and Cabo San Lucas.
February, 1978 - Present	University of San Francisco Teacher Training program/Early Childhood Division Campion Hall, D-6 San Francisco, California
Position:	Lecturer
Job Summary:	Teach, in conjunction with two other professors, the Early Childhood Practices Graduate Seminar (Education 282) which covers Theory, History, Program Practices, etc., during Spring quarter.
December 1977 - Present	Harcourt Brace Jovanovich, Inc. Center for the Study of Instruction (CSI) 1001 Polk Street San Francisco, California
Position:	Consultant
Job Summary:	Periodically review the selections to be included in the CSI's Children's Literature Program K-8 series.
November, 1971 - November, 1972	Assistant Editor (Part-time Trainee) in the Division of Urban Education.

RECENT CONFERENCE WORK, AND PUBLICATIONS

"How the Education for All Handicapped Children Act, Public Law 94-142, Works for Children," Workshop Moderator, San Francisco Hilton Hotel (Airport) Conference on P.L. 94-142, August 8-10, San Francisco, CA., 1977.

Chavez, et. al.,"A Statistical Profile of the Head Start Program in the States of Arizona, California, Hawaii and Nevada." A report for the Department of Health Education and Welfare, Administration for Children, Youth, and Families, August 31, 1977, 98 pps.

Chavez, John M., Wofford, Jean, Del Green, "A proposal to Establish 20 Direction Service Models to Demonstrate Alternatives for the Systematic Matching of A Handicapped CHild's Needs With the Proper Mix of Services To Satisfy Those Needs." A project funded by the USDHEW/OE/BEH (RFP 77-42) (Contract approved October, 1977).

Chavez, John M. "The Implementation of Non-Sexist Curricula: One Concern of its Effect on Minority Children and Their Families," The Bulletin, Journal of the NCAEYC, Winter Issue Vol. 10, No. 2, January, 1977.

"Child Labor, A Problem in the 1970's," A speech given at the Opening Session, State Conference of the California Association For the Education Of Young Children, March 1976.

"Child Abuse: The Role of the Government," A Workshop at the State Conference of the Association For the Education of Young Children, March, 1976.

"Education in the Soviet Union," A comparative Education Seminar held by Kent State University in the cities of Leningrad, Moscow, Novosibirsk (Western Siberia) and Irkutz (Eastern Siberia) to discuss educational changes in the U.S.S.R. and the U.S.A. November, 1976 (a participant).

LANGUAGES

Spanish	Speaking Ability:	Fluent;	Reading:	Fluent;	Writing:	Good.
Italian	Speaking Ability:	Good	Reading:	Good	Writing:	Good

TRAVEL

Mexico, all of Central America including British Honduras, The Union of Soviet Socialist Republics, Greece, Turkey, Bulgaria, Yugoslavia, Hungary, and all European countries except England, Ireland, and Scotland.

PROFESSIONAL ORGANIZATIONS

Phi Delta Kappa and Pi Lambda Theta (National Honor and Professional Associations in Education)
The Association for Childhood Education International
The National Association of Bilingual Education
The University of California, Alumni Association
The California Historical Society

RESUME

Poppy Rawley

PERSONAL

Date of Birth : October 9, 1939

Place of Birth: Nuku'alofa, Tonga Is.

Marital Status: Married - One Child

EMPLOYMENT

May, 1975 - Present		Del Green Associates 1181 Chess Drive, Suite 200 Foster City, California 94404
Position:		Program Support and Record Administrator
1969 - 1973 -		Wm. J. Purdy & Company 770 Airport Blvd. Burlingame, Ca. 94010
Position:		Statistical Assistant to Comptroller
1964 - 1968 -		Pepsi-Cola Company Park Avenue New York, N. Y.
Position:		Assistant Secretary to Budget Controller
1963 - 1964 -		Jones Brothers Ltd. Piccadilly London W. 2 United Kingdom
Position:		Junior Secretary - Shipping Dept.
1961 - 1962 -		Vickers & Benson Advertising Co. King Street Toronto, Ontario, Canada
Position:		Statistical Typist
1959 - 1961 -		W.R.C. Carpenter Company Ltd. Robertson Road Suva, Fiji
Position:		Clerk Typist

EDUCATION

1950 - 1957	-	St. John High School Tonga Is. - High School Certificate
1957 - 1959	-	Ms. Free Commercial School (Secretarial School) Suva, Fiji - Diploma: Office Administration Certificate
LANGUAGES	-	Polynesian (Tongan, Fijian, Samoan and Hawaiian)
TRAVEL	-	Fiji Is., Tahiti, New Zealand, Australia, Canada, Scotland, England, Ireland and France.

RESUME

Pearl Ellen Moore

859 South Mayfair
Daly City, Calif.

PERSONAL

Date of Birth: February 18, 1921
Place of Birth: Santa Cruz, Calif.
Health: Good

EDUCATION

1936 - 1939 — Santa Cruz Union High School
High School Diploma

1939 - 1940 — Healds Business College
Office Administration Diploma

EMPLOYMENT

1940 - 1942 — Fred Bright Packing Co.
El Centro, Calif.
Position: Teletype Operator

1942 - 1945 — Gensler Lee Jewelry Co.
278 Post St.
San Francisco, Calif.
Position: Executive Asst. Coordinated office activities for 19 stores in Calif. and Nevada.

1950 - 1977 — Louis M. Moore & Associates
859 South Mayfair
Daly City, Calif.
Position: Executive Secretary. Asst. to Pres. in coordinating activities of firm in 11 Western states and various Eastern states.

January 1978 - Present — Direction Service Model (DGA)
Resourse Services Specialist
(Volunteer)

APPENDIX "B"

WRITTEN LETTERS OF SUPPORT, SAN MATEO COUNTY

San Bruno Park School District

SAN BRUNO, CALIFORNIA 94066
ADMINISTRATION OFFICE — 500 ACACIA AVENUE
TELEPHONE 589-5900

BOARD OF TRUSTEES
HARRY F. REDLICK, PRESIDENT
CHRISTO M. PALLAS, VICE PRESIDENT
EUGENE F. MAY, CLERK
DAN PECORARO, REPRESENTATIVE
JOSE FLORES, MEMBER AT LARGE

WILLIAM K. JENNINGS
SUPERINTENDENT

March 17, 1978

Ms. Jean E. Wofford, Director
Direction Service
500 Acacia Avenue
San Bruno, California 94066

Dear Ms. Wofford:

I am writing to let you know that my staff and I consider the Direction Service a definite asset to the county and to our district, and that I strongly support the continuation of your services next year.

A number of our parents, teachers, and other district personnel have sought information and advice from your staff and have been helped. I anticipate that the use of your services will increase greatly next year as you become more widely known and as your bank of information grows. It is particularly convenient to have available from one source information about all the kinds of services a handicapped child might need, and persons who can directly assist the parents in making the connections with the services.

As you know our County Office of Education has placed a high value on the maintenance of your headquarters in San Mateo County and has indicated its desire for us to continue to house you. Because of the contribution you make to our special education programs we would certainly like to be your host district again, and hope that a satisfactory financial agreement that will allow us to do so can be concluded soon.

Sincerely,

William K. Jennings

William K. Jennings
District Superintendent

WKJ/vmt

san mateo county office of education

j. russell kent - superintendent of schools

March 9, 1978

Dr. Jean Wofford
500 Acacia Avenue, Room 10
San Bruno, CA 94066

Dear Jean:

This letter is being written to express the most sincere and continuing support of your office for the services provided by the Direction Services Model to the parents and children within San Mateo County.

The Model has filled a most frustrating void in the linkage between the parents, the public school agencies, and the needed referral services in the bay area community.

I would like to offer to you both the assistance and the support of this office in the continuance of the project.

Sincerely,

William L. Gainer, Ed.D.
Assistant Superintendent
Special Education

WLG:cj

cc: J. R. Kent

333 MAIN STREET · REDWOOD CITY, CA 94063 · (415) 364-5600

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 10, 1978

Jean E. Wooford, Project Director
Direction Service Model
San Mateo County Office of Educati[illegible]
500 Acacia Avenue
San Bruno, California 94066

Dear Jean:

The concept you folks at the Direction Service Model have of working cooperatively with parents and provider agencies to acquire services needed by individuals with exceptional needs is really great.

The Direction Service Model is becoming a definite asset to Search and Serve as well as to other initial efforts toward the full implementation of the California Master Plan for Special Education and the Education for all Handicapped Children Act.

Please be aware that we are in full support of the Direction Service Model. We look forward to working with you in your continuing efforts to serve exceptional children, their families, LEAs and other providers of special education services, and professionals.

Let us know of any assistance we may provide.

Sincerely,

G. Douglas Clark

G. Douglas Clark, Director
Search and Serve
Office of Special Education
Education Buidling, Room 639
Phone: 916 - 445-8382

GDC:jt

ATTACHMENT "C"

san mateo county office of education

j. russell kent - superintendent of schools

November 2, 1977

Ms. Jean E. Wofford
Vice President
Del Green Associates
1181 Chess Drive, Suite 200
Foster City, CA 94404

Dear Jean:

Your model (Service Providers for Exceptional Children) certainly dovetails and promises to enhance the total "Search and Serve" and Public Awareness efforts in San Mateo County. As you know, we are still in the process of trying to obtain office space for your project in the San Bruno Park School District. Their decision will be reached by the end of this week. Hopefully we can then notify you of a positive decision concerning the housing of your project.

We are enthused about your project and wish you every success as you proceed with its implementation.

Sincerely,

Herm Neufeld, Ph.D.
Administrative Assistant
Special Education Division

HN:rh

333 MAIN STREET · REDWOOD CITY, CA 94063 · (415) 364-5600

APPENDIX "C"

AGENDAS OF ADVISORY COMMITTEE MEETING AND

LIST OF ATTENDEES

AGENDA

DIRECTION SERVICE MODEL

ADVISORY COMMITTEE

01/26/78

Time 7:30 p.m.

Introductions (Members and Staff)

Direction Service Model

.. Goals and Objectives

.. Staffing Patterns

.. Roles/Responsibilities

.. School, Home and Community Relationships

.. Advisory Committee
Functions/Responsibilities

.. Agency Linkages

.. Referral System

.. Overall DSM Philosophy

*** *** ***

Direction Service Model
Advisory Committee
Meeting
April 28, 1978

AGENDA

1. Welcome
2. Introductions
3. Progress Report to date
   ... Client intake
   ... Continuation Proposal
   ... Proposed staff changes
   ... Clarify Roles/Relationships
4. Discussion Re: Selection of Chairperson
5. Open Discussion/Questions
6. Scheduling of next meeting
7. Adjourn

ADVISORY COMMITTEE

January 26, 1973

NAME	AGENCY	ADDRESS	PHONE		
Gloria Tobin-Wright	San Jose State Univ	155 Cheltenham Way San Jose Ca 95126	(408) 298-4424		
Hyde Hunsinger	San Mateo City Schools	P.O. Box K San Mateo,	94402 347-9111 ext 265		
Karen Campbell	Paper Center	515 E. Poplar, SM 94401	342-3558		
Jane Close	St Dept of Educ	721 Capitol Mall Sac	(916) 445-8382		
Chris Hatten	Urban Urgency	Retirement Home	593 7623		
Lynn Salinas	Juvenile Justice Specialist	1115 Ellsworth, S.M.	343-2774		
Jo Cornish	San Mateo City Rec Dept	414 S. Ellsworth,	342-3600	x446	
LOUIS M. FALIK	LEARNING RESOURCES, INC.	2050 PIONEER COURT	SAN MATEO, CA.	573-8111	
	SAN FRANCISCO STATE UNIVERSITY	DEPT OF CURRICULUM	469-2057		
Jeanne Clarke	Center for Community Justice	1270 El Camino Burlingame	697 6033		
Lynn Hennessy	Calif. Col. Regional Board	346 9th St SF	864-0070		
Jim Shepard	San Mateo Co. Office of Ed.	333 Main St RC	364-5600	ext 218	
Jo Cornish	"	"	" "	0532	
Jim Lockard	"	"		x 2224	
Lynn Hayford					
116					1

ADVISORY COMMITTEE

January 26, 1973

NAME	AGENCY	ADDRESS	PHONE		
Irene Tobin Updegraff	San Jose State Univ.	155 Cheltenham Way San Jose, Ca 95126	(408) 578-4424		
Hyde Hammell	San Mateo City Schools	P.O. Box K, San Mateo	Home 347-5116	ext 245	
Karen Campbell	Foothill College	12345 El Monte Rd, Los Altos	948-8590		
Doug Clarke	Ed Deputy Supt Educ	721 Capitol Mall 95814 Sac	(916) 445-8581		
Lois Hatton	Library Consultant	741 Lotte Ln, Redwood City	593-7623		
Jim Salvaggio	Bureau Traffic Safety Prog	2555 Telegraph, S.M.	343-2774		
Ed Cervelli	Dir Motor Vehicles	1415 Evelyn, Sacramento	916 445-7000	x4405	
LOUIS N. FILIK	LOFTING PERSONNEL, INC.	2050 PIONEER COURT	SAN MATEO, CA.	573-8111	
	SAN FRANCISCO STATE UNIVERSITY, DEPT OF CURRICULUM		469-2057		
Dorothy Clarke	Contra Costa County Library	1750 El Camino Pleasant Hill	687-2030		
Jane Ellen Hemingway	Golden Gate Regional Cent.	346 9th St SF	558-0070		
Carol Bidwell	San Mateo Co. Office of Ed.	333 Main St RC	364-5600 ext 4318		
Ed Cervelli	"	"	" " 3532		
Jean Axtell	"	"	x 2221		
Irene Updegraff					
					119
118					

APPENDIX "D"

LIST OF ATTENDEES TO OPEN HOUSE

OPEN HOUSE

FEBRUARY 09, 1978

NAME	AGENCY	ADDRESS	PHONE
Brad [illegible]	Community Service Ad	Cleveland High School	
Wayne Jackson	Redwood City School	Redwood 2160 Euclid Ave. E.P.A.	323-9411 X35
Trudy Nunes	S.M. County Sch. of Service	1024 Mission Rd	877-5436
[illegible]	5161 Family Services	1870 El Camino	692-0555
[illegible]	S.M. Co. Sheriff - Crime Prevention	401 Marshall St. Rwc 94063	321-1811 x4556
Wayne Casey	3134 Ebony Blvd. [illegible]	Redwood City Police Dept	365-1212
Barbara Price	American Can Bus Car	3134 Ebony	" "
Sylvia T Black	Planned Parenthood Assoc. of San Mateo Co.	2211 Palm Ave San Mateo	574-2622
Hannah Si + Jeri Fujimoto	Special Needs Program City of San Carlos Rec Division	666 Elm St. San Carlos CA 94070	593-3011 x55
[illegible]	SF Sch. Action Project San Carlos [illegible]	" " " " " "	" "
[illegible]	San Bruno Park School District	[illegible]	589-5902 and 583-0336
[illegible]	San Bruno Park Sch. Dist	500 Acacia Ave. S.B.	589-5900
Mary Pinkley	Planned Parenthood/SMC	2211 Palm Ave San Mateo	574-2622
[illegible]	Carlmont High School	1400 Ed. Redwood, R.C.	593-1480
[illegible]	Hermandad Mexicana	2040 Bonnie Ct. S.M.	574-5061
[illegible]	" "	" " "	" "
[illegible]	Human Relations R.C.	Redwood City Ca.	532-4500 X2535
Tina Rose	" "		
Kathy Parks	County Chd Sch/Police Juvenile	25 Taylor St, San Francisco	673-2554

151

OPEN HOUSE

FEBRUARY 09, 1978

NAME	AGENCY	ADDRESS	PHONE
Irene M. Mann M.D.	Bay Area Chapt. - March of Dimes	1255 Post St. Suite 415 San Francisco 94109	(415) 441-1900
Lisa C Valenti	San Bruno Park	1111 Hercia	
Herm Mayfield	San Mateo County Offi	333 Main Redwood City	415 369-5600 x2229
Elizabeth Gribble	Service League	705 Middlefield Redwood City	[illegible]
Kenneth Coulter	Service League	505 Brookside Rd Redwood City	[illegible]
Mary Cancellas	S. M. Co. Dept.	P.O. Box VII SSF	873-5111 x255
Judith Hunt	Virginia Hemp Community Services	2321 Cotting Way Redwood City	[illegible]
Chris Goldsmith	S.S.F. Neighborhood Services	211 Hillside Blvd.	873-2512
Donald Heaton	SSF " "	" "	" "
Helen Mueck	SM Co. Social Services Dept	80 Ellis St. SF	[illegible]
Dorothy Turner	CSC Bay Area Chapts	Belmont [illegible]	[illegible]
Kathleen O'Farrell	San Mateo County Child Study Service	1555 Spring St Redwood City	368-2123
Melanie Taylor Green	Pescadero Elementary	PO Box 121 Pescadero 94060	(415) 879-0332
Ronald Kramer	Family Life	50 Kentfield Way Fl. [illegible]	[illegible]
David DeDecker	HUMAN RELATIONS	600 HAMILTON, R.C.	364-5600
Sandra Singer-Einsidler	SKYLINE COLLEGE ENABLER SERVICES PROGRAM	3300 College Drive S Bruno	355-7000 x2255
153			154

OPEN HOUSE

FEBRUARY 09, 1978

NAME	AGENCY	ADDRESS	PHONE
J Watkins	SBPSD	525 Elm Ave.	
[illegible]	"	"	
[illegible]	"	"	
[illegible]	Pennsylvania Hospital	1511 Downsdale Burlingame	
Richard G Bright	" "	" " "	
[illegible]	SMUHSD	650 North Delaware S.M.	B488834
[illegible]	Redwood Center - San Mateo Co. JSD	19 Tower Rd S.M.	573-2184
[illegible]	Jefferson H. HS Dist	699 So Mayfair Ave Daly City	755-1162
[illegible]	Dept of Rehabilitation	1252 Bayhill Drive SB	952-2624
[illegible]	Day Care for Handicapped	(Home Address) 39 Alexander Dr Daly City 94015	756-3125

OPEN HOUSE

FEBRUARY 09, 1978

NAME	AGENCY	ADDRESS	PHONE
Gwen Agid	Golden Gate Regional Center	1870 El Camino Real, Burl, CA 94010	697-6038

APPENDIX "E"

ENROLLMENT NUMBER OF CHILDREN IN SPECIAL EDUCATION PROGRAMS IN SAN MATEO SCHOOLS

ATTACHMENT D.6

ENROLLMENT IN SPECIAL EDUCATION PROGRAMS IN SAN MATEO COUNTY

February 1, 1977

Prepared by San Mateo County Office of Education's Special Education Division
P. Evans and M. Brandt

DISTRICT	Deaf	Severely Hard of Hearing	Blind	Partially Seeing	Orthopedic or Other Health Impaired	Aphasic or Severe Language Handicap	Pregnant Girls	Educable Mentally Retarded	Trainable Mentally Retarded	Multi-Handicapped	Autistic	Development Center	Educationally Handicapped	EC 56760 Non-public School	Speech and Language	Remedial P.E.	Teleclass	EH Home & Hospital Instr.	PH Home & Hospital Instr.	Learning Disability Group	Moderately Hard of Hearing	PH in Regular Day Class (EC 5862.1(b))	Special Project Title VI-B	Special Project Title IV-C	Experimental Program (5 CAC 3760)	TOTAL
Bayshore Elementary															68					8						76
Belmont Elementary													27		182					111						320
Brisbane Elementary													22													22
Burlingame Elementary													43	4	175											222
Cabrillo Unified								11					31	2	144			1	4	36						229
Hillsborough City Elementary													26		63											89
Jefferson Elementary		6	5			9		11					60	3	392					114						610
Jefferson Union High		1		1				25		4			98	2	49	94		26	9	10						319
Laguna Salada Union Elementary								18					24	5	413			2	1	122						585
La Honda Pescadero Unified						4														10						14
Las Lomitas Elementary														7	59					55						121
Menlo Park City Elementary						11							30	4	123					28						196
Millbrae Elementary								7						1	177			1		82						261
Portola Valley Elementary														2						21						23
Ravenswood City Elementary								9		12			156	5	230				2	40						454
Redwood City Elementary	1	4	3	4				5					42	8	377				5	125	5					580
San Bruno Park Elementary													17	3	308				5	62						395
San Carlos Elementary													23	7	83					91						204
San Mateo City Elementary								34					49	13	498				4	353						951
San Mateo Union High	6	12					19	35					9	24	124	82		15	14	208						548
Sequoia Union High							30	39		1			115	34	80	155		1	13	105					20	593
South San Francisco Unified	1	3				19	22	55					43	13	494	75		5		258	4			30		1034
Woodside Elementary													9													9
DISTRICT TOTALS	8	26	8	5	--	63	71	242	--	17	--	--	326	127	4039	406	--	51	57	1840	9	--	--	30	20	7855
COUNTY-OPERATED PROGRAMS	33	56	26	12	149	222	--	--	202	4	14	125	14	--	418	295	--	--	--	--	--	--	9	--	50	1629
SAN MATEO COUNTY TOTALS	41	82	34	17	149	285	71	242	202	21	14	125	340	127	4457	701	--	51	57	1840	9	--	9	30	70	9484

This information was compiled from the D-1-b (duplicated) pupil count forms completed for the February, 1977 child count mandated by P.L. 94-142.

APPENDIX "F"

LIST OF AGENCIES WHO RESPONDED

Returned from P.O. XII 1

I

Replys from Questionaires

1 Peninsula Assoc for Retarded Children - Adults Burlingame
2 Belmont Hills Psychiatric Center - Belmont
3 North San Mateo County Employment + Training Council
Bay Area Urban League - S. San Francisco
4 Veterans Service Office - San Mateo
5 Natural Resources Defense Council - Palo Alto
6 Catholic Social Service - SF
7 Education Skills Center - Burlingame
8 Outreach Counseling on Alcohol Problems - Daly City
9 So County Youth Family Service Program - Redwood City
10 Pacific Youth Service Bureau - Pacifica
11 In-Home Care System - Burlingame
12 Kidney Foundation of North Calif - San Mateo
13 Redwood House, Redwood City
14 So San Francisco Adult Education - So San Francisco
15 Redwood City Parks + Recreation Dept - Redwood City
16 Friends in Deed - 1050 B. Middlefield Redwood City - Asylum agency
17 Senior Citizens Info + Referral - Agency or Agency - Red. City
18 Women's Rehabilitation Assoc of San Mateo Co - San Mateo
19 University of Calif School of Dentistry - SF
20 Stanbaugh Counseling Center Redwood City
21 Save San Francisco Bay Assoc - SF
22 Redwood City Ceta Program Redwood City
23 Psoriasis Research Assn Inc - San Carlos
24 Recreation Dept - Redwood City
25 Vocational Rehabilitation Services - Belmont
26 San Mateo Co. Public Health - Dept. Social Services So SF
27 Senior Adult Day Care Center of San Mateo Co - San Carlos
28 Employment Project for the physically disabled - SF
29 Experience Unlimited - San Mateo
30 Whole Earth Program Carlmont Y.M.C.A. - San Carlos
31 Lyonsse Intermediate School - Burlingame
32 Opportunities Industrialization Center West - Menlo Park
33 San Mateo Union High School Dist - Burlingame
34 San Mateo Sheriffs Office - Honor Camp Redwood City
35 Foster City Recreation Dept - Foster City

VI

Replys from Questionaire
(continued)

31 Planned Parenthood - San Mateo
37 Alcoholism Center - San Mateo
38 Visiting Nurses Assn - San Mateo
39 Family Service Agency of San Mateo Co - Burlingame
40 Child Care Coordinating Council of San Mateo Co - Burlingame
41 San Mateo County Head Start Pr. school Program - Redwood City
42 Bustaine School Dist Daly City
43 Custody Unit - Redwood City
44 CCAC Child Care Half Moon Bay
45 Belle Haven Child Development Center Menlo Park
46 La Esperanza Development Center - Redwood City
47 Temperrence Fund Los Altos
48 American Natural Red Cross - San Bruno
49 San Francisco Dept Info - S.F.
50 Service League of San Mateo Co - San Mateo
51 Region IV Mental Health Crisis Team. San Mateo
52 San Mateo County Dept of Schools - San Mateo
53 Center for Pregnancy Related Social Service - San Mateo
54 Duncan H. Foster San Jose, Calif
55 Advocates for Women - San Francisco
56 Child Development Service - San Mateo
57 Day Camp for the Handicapped of San Mateo Co - Burlingame
58 Career Preparation Center Navel - Daly City
59 Pescadero Elementary School
60 Pyramid Alternatives - Pacifica
61 San Mateo Naval County Mental Health - Daly City
62 Pacifica Resource Center - Pacifica
63 Adolescent Services Unit Region IV - Redwood City
64 National Society for Autistic Children - San Mateo
65 Sequoia District Adult School - Redwood City.
66 State of Calif Disability Insurance EDD (Emp Development Dept) - San Francisco.
67 Hillsborough City School dist. Head Start - Hillsborough Calif
68 San Mateo County Social Service Division - Redwood City.
69 Planned Parenthood Assn San Mateo County - Redwood City
70 Crisis Team Region IV San Mateo Co - Daly City (Emergency Services)
71 La Esperanza Development Center - San Mateo

III

Replys from Questionaires (continued)

72 San Mateo Co Dept of Health - Welfare - Family Planning - San Mateo
73 Crippled Children Services - San Mateo
74 Cornerstone Tyr John - (nurse) San Mateo
75 Bayside Middle School - Learning Disability Class - San Mateo
(76) Social Security Administration - Daly City
(77) Child Care Coordinating Council of San Mateo Co - Burlingame
78 Poplar Center, San Mateo (2). Child Development Adult - workshop program
79 San Mateo Foundation, Burlingame
80 United Cerebral Palsy - Palo Alto
81 Legal Aid Society of San Mateo Co. - Daly City
82 Salvation Army Emergency Assist Program San Bruno
83 Federal Job Info Center - San Francisco.
84 Lions Eye Foundation of Calif/Nevada - San Francisco
85 National Foundation - March of Dimes
86 Leading Development Center - S San Francisco
87 San Mateo County Economic Opport Commission - Redwood City
88 United Cerebral Palsy Assoc of Santa Clara - San Mateo Co - Palo Alto
89 Dept of Public Health & Welfare Soc. Services Div. C & Fam. Mateo - San Mateo
90 United Family - Children Services - Belmont
91 Consumers Act Does Medicare
92 National Assoc. for Retarded Citizens Burlingame
93 La Honda Elementary School - La Honda.
94 National Council on Alcoholism Bay Area - San Carlos
95 Ambulance Service Inc - San Francisco
96 Special Needs Program - San Carlos Rec. Program - San Carlos
97 Skyline College - San Bruno
98 Dept of Rehabilitation - Redwood City
99 Community Assoc for Retarded Inc (CAR) - Palo Alto
100 State of Calif. Health - Welfare Agency Dept of Rehabilitation Sacramento
101 Sex and Disability Unit - San Francisco
102 Diabetic Education Program - San Mateo
103 Hillsborough City School District Hillsborough
104 Fair Employment Practice Commission - S.F.
105 Dept of Industrial Relations - S.F.
106 Mid-peninsula Health Service - Palo Alto
107 The Ed B. - Deaf Learning Service - San Mateo

Replys from Questionaires

108 Kaiser Vocational Training Program - Redwood City.
109 Palo Alto Regents - Palo Alto.
110 Retirement Jobs - San Francisco
111 Naval Development Center - Daly City
112 North Peninsula Neighborhood Services Center - So San Francisco
113 Adolescent Services Region III San Mateo Co. - San Mateo
114 San Mateo Union High School Dist - San Mateo
115 Golden Gate Regional Center - Burlingame
116 San Mateo County Transit District - San Mateo
117 The Salvation Army Adult Rehabilitation Center - San Francisco
118 So San Francisco Unified School Dist. - S San Francisco
119 Career Preparation Center Inst. Redwood City
120 Central County Mental Health Center, San Mateo
Adult Outpatient Service
121 Jefferson Union High School District - Daly City
122 San Mateo County American Indian Employment Training - SF.
123 San Mateo County Dept of Health - Welfare Social Service Division - San Mateo
124 Canada College - Redwood City
125 Carlmont High School - Belmont Calif.
126 East of Bayshore Unit - So County Mental Health - Menlo Park
127 Internal Revenue Service - San Mateo
128 Childrens Service, Central San Mateo County Mental Health Center - San Mateo
129 Social Service Division - Dept. of Pub. Health + Welfare - San Mateo Calif
130 Quality Care Nursing Service - San Mateo
131 Crittenton Friends - Palo Alto.
132 City of Daly City - Daly City
133 Hearing Society of the Bay Area Inc - San Francisco
134 Aid to Victims + Witnesses - San Mateo
135 San Mateo County Regional Occupational Program - Burlingame
136 Yon, Me, Us - Atherton
137 Easter Seals - Burlingame
138 Dept of Community Services Co of San Mateo - Redwood City
139 Redwood City Public Library - Redwood City.
140 Inc. Cities Alternatives - S SF Rep Club - So SF
141 Lutheran Social Services - Redwood City.
142 National Assoc for Retarded Citizens - Burlingame

143. San Mateo County Office of Education - San Mateo
144. Child Development Services - San Mateo
145. Peninsula Hospital - Medical Center - Burlingame Report II Child Center
146. So San Francisco Unified School Dist. - So San Francisco
147. University of Calif Cooperative Extension Service - Half Moon Bay.
148 Office of Veterans Affairs - College of San Mateo San Mateo
149. Development Center - East Palo Alto
150 San Mateo Training - Employment Center - San Mateo
151 Catholic Social Service - SF. (Hearing Impaired)
152. Companionship Program for Retarded Adolescents - Spec Adult - Burlingame
153 Seagold Assoc of Bay Area San Mateo Chapter - San Carlos
154. Retirement Jobs Inc - Palo Alto, Calif
155 Easter Seal Society - Burlingame
156 ~~Women~~ Work Experience Education Dept - R.R City.
157 Alcoholism Treatment Unit - R.R City
158 Friends of the Deaf - SF
159 Childrens Health Council - Palo Alto
160 Community Assoc. for Retarded Inc (CARC)
161 Mental Health Assoc of San Mateo Co - San Mateo.
162 Suicide Prevention & Crisis Center of SM County - Burlingame
~~163 San West Laboratory~~
163. Lung Assoc of San Mateo Co - San Mateo
164. Sequoia Y MCA - R.R. City.
165 In Home Care System - Burlingame
166 Assoc of Mexican American Educators - R.R City.
167 Catholic Social Service - SM.
168 Peninsula Center for Blind & Visually Impaired
169. Child Development Services SM Health Dept.
170 Kennedy Career Dept - R.R. City.
171 City of Pacifica, Pacifica Calif.
4/16/76 172 Pediatric Dept, Harold Chope Hospital.
4/27 173 Coastside Mental Health - Half Moon Bay.
174. Spanish Care System - Burlingame
175. County of San Mateo - Emp + Training Agency Commission
4/28 176. League of Women Voters - Daly City.
5/5 177 Project Hope - Family Outreach for Counseling

Replys from Agency Questionaires

5/1
178 South County Mental Health Center - K.W. City

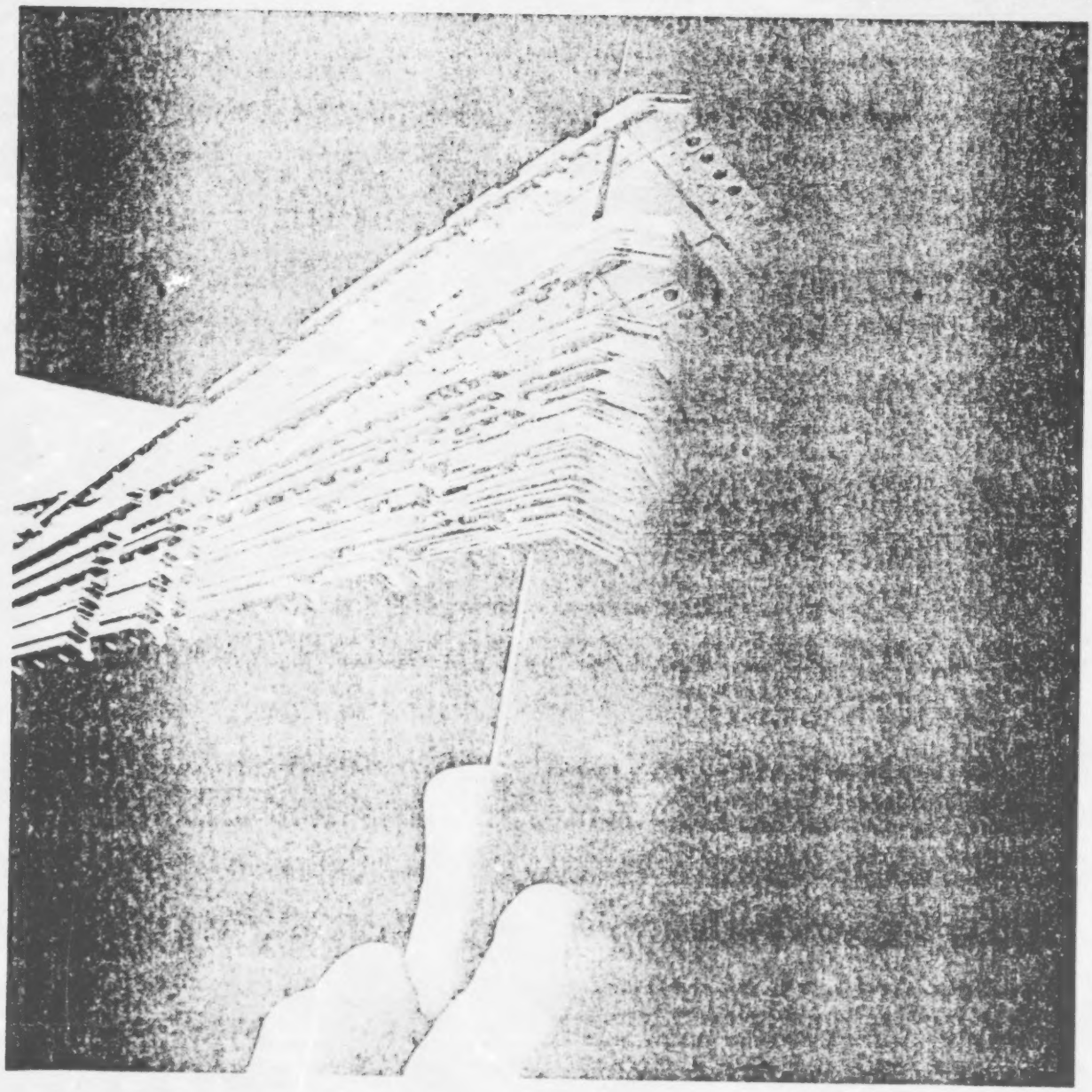
APPENDIX "G"

MCBEE KEY SORT SYSTEM

McBee Keysort®

A unique, low-cost data processing system that enables you to process and retrieve information right at your desk

Litton LITTON ABS
Automated Business Systems



Keysort . . . the unique notched card data processir

what it is

McBee Keysort is a method by which a quantity of original unit records can be sorted—in minutes—by any desired factor or into numeric or alphabetic sequence.

The Keysort card, which replaces your present original record, comes from McBee with a series of holes around its perimeter. When code-notched, these holes allow regular office employees to quickly and accurately sort your records by the Keysort method—**right at their desks.**

Thousands of businesses and service organizations use Keysort data processing systems to monitor and control their operations. The same basic techniques are also employed by smaller users who wish to extract data from their record files efficiently and economically.

No other system gives you all of these advantages

Efficient . . . greatly reduces clerical effort . . . eliminates need for cross-files.

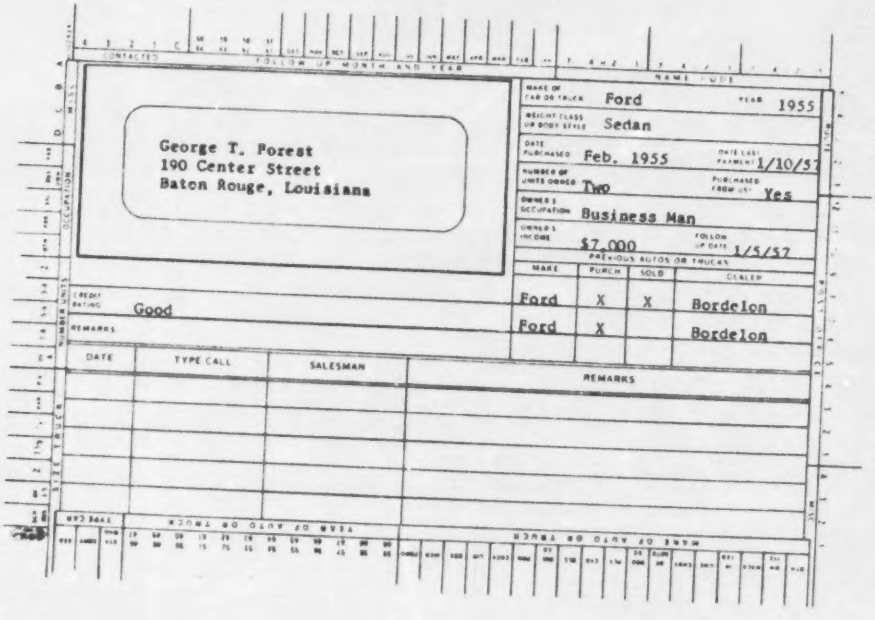
Fast answers . . . bridges the time gap between you and your files.

Simple to use . . . your own personnel can learn to code and sort with less than an hour's instruction.

Expandable . . . easily upgraded to incorporate more sophisticated McBee methods and equipment.

Flexible . . . adaptable to changing requirements.

Economical . . . no capital investment for equipment . . . no maintenance problems.



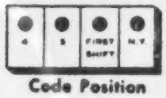
Copyright © 1973, Litton Business Systems, Inc. All Rights Reserved

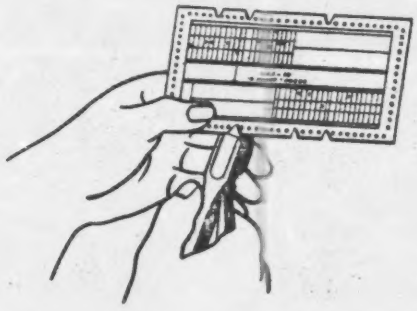
system

how it works

Coding

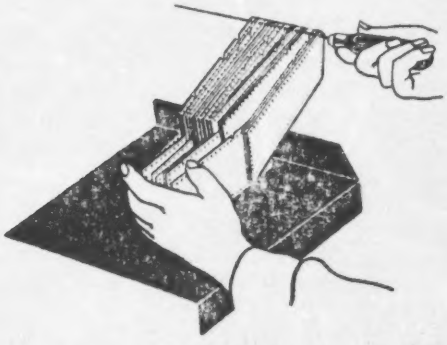
Code-notching the appropriate holes can be accomplished by use of one of several devices available. The hand punch shown at right is adequate for most permanent record applications. Coding may be either direct or numerical. Examples of direct codes are: age group, marital status, whether a union member, etc. In numerical coding, each code field (a block of four holes labeled 7-4-2-1) represents one digit of the number. Code field in the right hand position is the units digit, next field to the left is the ten's digit, etc. The number coded in each field is the sum of the numbers notched.

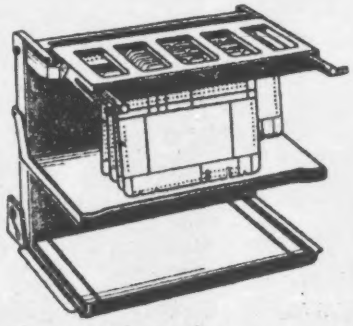




Sorting

Sorting is accomplished by inserting the Keysort Needle through the hole representing the desired factor—then lifting. Since wanted cards have been notched in this position, they will immediately fall away from the rest of the deck. The Keysort Selector allows the selection of cards with one or more desired classifications without disturbing the order of the remainder of the cards in the file.



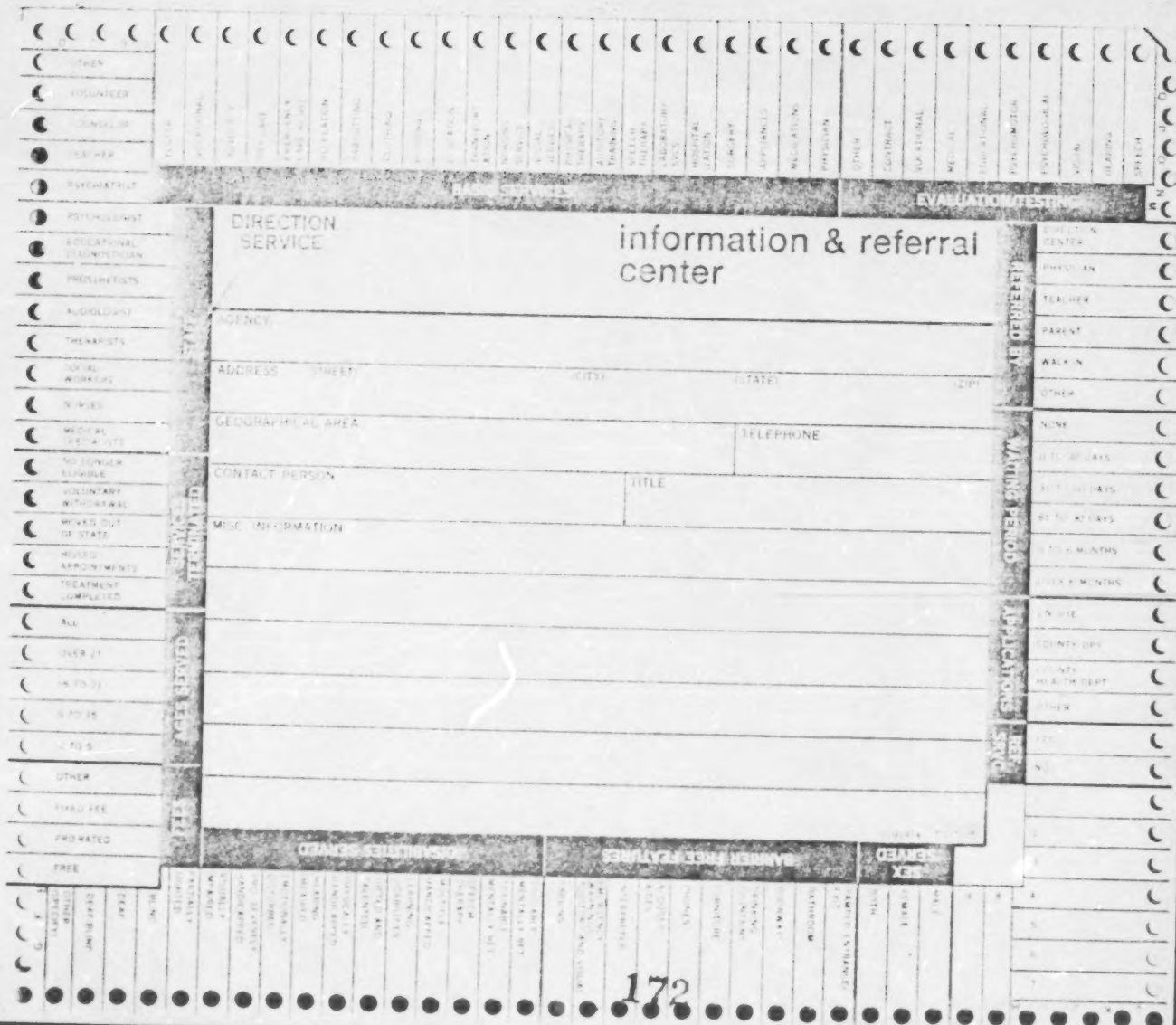


what it can do for you

Here are some typical areas in which Keysort notched cards have proved their value many times over.

Bibliographies — Research and Medical Studies — Statistical Studies — Accident Records — Questionnaires and Surveys — Project Analyses — Customer Analyses — Prospect Files — Property Records — Equipment Records — Personnel Records.

These are only a few of the hundreds of uses for Keysort notched cards.


DIRECTION SERVICE
information & referral center
AGENCY
ADDRESS (STREET) (CITY) (STATE) (ZIP)
GEOGRAPHICAL AREA
TELEPHONE
CONTACT PERSON
TITLE
MISC. INFORMATION
EVALUATION/TESTING
COUNSELLING SERVICES
GARDEN PATH REFERRALS
OTHER SERVICES
REFERRED BY
WAITING PERIOD
APPLICATIONS
FEE

APPENDIX "H"

AGENCY INFORMATION FOR MCBEE SYSTEM

DIRECTION SERVICE MODEL
500 Acacia Ave. Rm. #10
San Bruno, Ca. 94066

A-I

AGENCY INFORMATION

Name of Agency _____

_____

Sponsoring Agency _____

_____

Executive Director _____

Contact Person _____

Address _____ City _____

Zip _____ Telephone(s) _____

Days and Hours of Operation _____

Please check:

Waiting Period

1 None
2 0-30 days _____
3 31-60 days _____
4 61-90 days _____
5 3-6 months _____
6 Over 6 months _____
7 _____
8

Probationary Period

1 None
2 0-31 days _____
3 31-60 days _____
4 _____
5

Referral Services

1 Yes
2 No _____
_____

Evaluation/Testing Services

1 Speech
2 Hearing _____
3 Visual _____
4 Psychological _____
5 Psychomotor _____
6 Educational _____
7 Medical _____
_____

8 Vocational
9 Contract _____
10 Other _____
11 _____
12 _____
13 _____
14 _____
15 _____

Basic Services

1 Physician _____
2 Medication _____
3 Appliances _____
4 Surgery _____
5 Hospitalization _____
6 Laboratory Services _____
7 Speech Therapy _____
8 Auditory Training _____
9 Physical Therapy _____
10 Social Services _____
11 Nurse Services _____
12 Transportation _____
13 Education _____
14 Housing _____
15 Clothing _____
16 Baby Sitting _____
17 Recreation _____
18 Emergency Care/Assist _____
19 Day Care _____
20 Advocacy _____
21 Vocational _____
22 Foster _____

Staff

1 Medical Specialists _____
2 Nurses _____
3 Social Workers _____
4 Therapists(Speech, Occupationak, Physical) _____
5 Audiologist _____
6 Prosthetists _____
7 Educational Diagnostician _____
8 Psychologist _____
9 Psychiatrist _____
10 Teacher _____
11 Volunteer _____
12 Other _____
13
14
15

Service Terminated

1 Treatment Completed _____
2 Missed Appointments _____
3 Moved out of state _____
4 Voluntary withdrawal _____
5 No longer eligible _____
6
7
8
9

Ages Served

1 0-5 _____
2 6-15 _____
3 10-21 _____
4 Over 21 _____
5 All _____

Fees

1 Free _____
2 Pro-rated _____
3 Fixed fee _____
4 Other _____

Barrier Free Features

1 Ramped entrance/exit _____
2 Bathroom _____
3 Doorways _____
4 Drinking fountains _____
5 Furniture _____
6 Phones _____
7 Acoustic Aids _____
8 Interpreter _____
9 Emergency warnings -- auditory & visual _____
10 Parking _____
11
12

Referred to your Agency by:

1 Direction Service Model _____
2 Physician _____
3 Teacher _____
4 Parent _____
5 Other Agency _____
6 Walk-in _____
7 Other _____

Where Can Client Receive Application

1 On-site _____
2 County Dept., Public Services _____
3 County Health Agency _____
4 By request _____
5 Other _____
6
7
8
9

General location _____

The Agency serves the following geographical areas _____

_____

_____

_____

Is there an Agency Brochure? ___ Yes ___ No

May we receive Agency Brochure ___ Yes ___ No

If you have any questions regarding this questionnaire, please call - (415) 952-7878.

APPENDIX "I"

LETTERS OF SUPPORT

Attachment "A"

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 10, 1978

Jean E. Wooford, Project Director
Direction Service Model
San Mateo County Office of Education
500 Acacia Avenue
San Bruno, California 94066

Dear Jean:

The concept you folks at the Direction Service Model have of working cooperatively with parents and provider agencies to acquire services needed by individuals with exceptional needs is really great.

The Direction Service Model is becoming a definite asset to Search and Serve as well as to other initial efforts toward the full implementation of the California Master Plan for Special Education and the Education for all Handicapped Children Act.

Please be aware that we are in full support of the Direction Service Model. We look forward to working with you in your continuing efforts to serve exceptional children, their families, LEAs and other providers of special education services, and professionals.

Let us know of any assistance we may provide.

Sincerely,

G. Douglas Clark, Director
Search and Serve
Office of Special Education
Education Buidling, Room 639
Phone: 916 - 445-8382

GDC:jt

Attachment "A"

san mateo county office of education

j. russell kent - superintendent of schools

March 9, 1978

Dr. Jean Wofford
500 Acacia Avenue, Room 10
San Bruno, CA 94066

Dear Jean:

This letter is being written to express the most sincere and continuing support of your office for the services provided by the Direction Services Model to the parents and children within San Mateo County.

The Model has filled a most frustrating void in the linkage between the parents, the public school agencies, and the needed referral services in the bay area community.

I would like to offer to you both the assistance and the support of this office in the continuance of the project.

Sincerely,

William L. Gainer, Ed.D.
Assistant Superintendent
Special Education

WLG:cj

cc: J. R. Kent

333 MAIN STREET · REDWOOD CITY, CA 94063 · (415) 364-5600

PUBLISHED FOR THE PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS OF SAN MATEO COUNTY BY THE SAN MATEO COUNTY OFFICE OF EDUCATION

VOLUME VIII, No. 5 JANUARY 1978

Dr. James Massey is a Coordinator for the County Office's Curricular Pupil Personnel Services Program and Educational Program Development. He is responsible for five different areas connected with the Curricular/PPS Program, including Psychological and Gifted services. In conjunction with the Educational Program Development department, Jim administers seven of San Mateo County's numerous pre-school programs.

Jim is consultant to school psychologists throughout the county. In this capacity, he is an advisor to colleagues "in the field". Jim also serves students first-hand as the Woodside district's school psychologist.

In addition to these duties, Jim is also the Coordinator/Advisor for the programs that the county districts offer gifted students. As Jim illustrates, these are the students who, upon entering first grade, are not merely able to read, but are, for example, devouring the works of Shakespeare. In another vein, Jim is involved with the Equal Opportunity in the Classroom program (EOC), and offers teachers workshops explaining, among other things, how to encourage every student to participate in class discussions and answer questions. Jim advises that adopting both EOC and the Gifted programs in a single classroom might to the layman appear to be inviting counterproductive results at best, but in a situation where both programs are concurrently applied, the enhanced learning potential is not impaired for either group of students.

Jim graduated from San Francisco State University with a degree in psychology, and received his Master's from Chico State. He holds a Ph.D. in psychology from Walden University. Jim and his wife, Yvonne, reside in Belmont. The couple have four children and two grandchildren.

BELMONT SCHOOL DISTRICT AWARDED GRANT FOR ARTIST-IN-THE-SCHOOL PROGRAM

The Belmont School District has been awarded a $15,000 grant from the National Endowment for the Arts. It is the only District in the State that has received this honor. Over the past three years, Belmont has had a fertile arts program, and in-service sessions have taught teachers how to use body movements to help their students.

Under the direction of Crystal Samuels, Dance Specialist with Artist-in-the-School program, students are taught to use their own bodies to supplement regular educational curriculum in the schools. Children learn to use "body english" to sound out words. Anatomy is taught by explaining the bone and muscle structure of their bodies. Even science can be taught by the use of dance movements. There has been an enthusiastic response about the project from teachers.

In conjunction with the project, the Ririe Woodbury Dance Company will perform at the Notre Dame Auditorium on January 14, at 8:00 p.m. During the weeks prior to the performance, the dancers will rehearse at Cipriani School, allowing the children the opportunity to see the work that goes into a professional performance. The artists also will work with the children during their rehearsals, and a program with the children will be held on January 13.

The Belmont District is inviting all teachers and administrators in the County to attend the workshops and the professional performance in January. For further information, contact the Belmont School District, 2960 Hallmark Drive; telephone 593-8204.

SAN MATEO COUNTY CHILD SERVICE DEMONSTRATION CENTER TO OFFER ADVANCED TRAINING

The San Mateo County Child Service Demonstration Center is continuing to offer advanced training modules qualifying participants for the Learning Handicapped Credential. These modules focus on advanced training in educational diagnosis and prescription, consultation, classrooom management, and interpersonal communication and motivational skills.

The following modules are planned for January through April – Assessing and Remediating Perceptual and Associative Needs of LH Students:

Module 3: Oral and Written Language, utilizing Lindamood Auditory Conceptualization (L.A.C.) and Auditory Discrimination in Depth (A.D.D.). This qualifies for the Perceptual Motor Development category. Penni Foley and Barbara Tagg are the instructors. Dates are January 23, 30 and February 6. Time is 3:45 to 7:15 p.m.

Module 9: Consultation; Interpersonal Relating, and Communication Skills. This qualifies for the Professional and Interpersonal Relationships (Generic) category. Curricular/Pupil Personnel staff members including Tom Quinn, C/PPS Program Manager, and Rich Gemmett, Coordinator, will be the presenters. Dates are February 27; March 6 and 27; time is 3:45 to 7:15 p.m.

Module 10: Classroom Management and Behavior Modification Skills. This qualifies for the Professional and Interpersonal Relationships category. Lorraine Tracey will be the instructor. The dates are April 3, 17, and 24; the time is 3:45 to 7:15 p.m.

All three modules will take place at the Child Service Demonstration Center, Room 24, 1835 Belburn Drive, Belmont. There will be one quarter-unit of credit from UC, Santa Cruz. Total cost for each module is $25. Make two (2) checks payable as follows: San Mateo County School Service Fund, $15, and Regents, University of California, $10. Mail checks to San Mateo County Child Service Demonstration Center, 1835 Belburn Drive, Belmont, CA 94002. Because of limited enrollment (20), those interested should call Glenda Harris, Center Secretary, for a reservation at 573-2864.

February 7-10, 9:00 a.m. to 3:45 p.m. and February 14, 1:00 to 8:00 p.m. — San Mateo County Child Service Demonstration Center, Barrett School, 1835 Belburn Drive, Belmont — One in a series of Staff Development Acitivites planned by the Curricular/Pupil Personnel Services staff. A special training session for district teams who wish assistance in assessing and developing individual education plans (as per PL 94-142) for low achieving students in oral and written language (reading, spelling, writing) or in mathematics. A commitment from the district to replicate this staff development activity by using the team to train other staff within their district is required. Will be presented by Child Service Demonstration Center staff: Vera Cruze, Penni Foley, and Lorraine Tracey — For further information, contact Vera Cruze, Director, at 573-2864.

8:00 a.m. to 12:00 noon — Ramada Inn, 401 E. Millbrae Avenue, Millbrae — One in a series of Management Training Sessions planned by the San Mateo County Office of Education's Support and Planning Division. This session is designed to provide specific ideas, techniques, and tips on how to operate your school efficiently and effectively. There will be considerable sharing of ideas which have helped practicing administrators to do their job better. Participants will be requested to provide at least one idea which has been beneficial to them, and to participate actively in the session. Cost is $10. Led by Don Halverson and Nelson Price — For additional information, call 364-5600, extension 4494.

10:00 a.m. to 12:00 noon — College of San Mateo, 1700 West Hillsdale Boulevard, Bldg. 2, Rm. 141 (Choral Rm.), San Mateo — Cosponsored by Office of Community Education, CSM, and Child Care Coordinating Council of San Mateo County. Led by Lilian G. Katz, Ph.D., this workshop is aimed at parents, teachers, and administrators of agencies serving children, in order to explore the complex ethical problems and dilemmas encountered while meeting children's needs. Fee is $2; pre-registration is essential — For further information, call 574-6444 or 574-6411.

1:00 to 6:00 p.m. (Feb. 21-23, 9:00 a.m. to 4:00 p.m.) — Oakland Teacher Shelter, 314 E. Tenth Street, Oakland — Sponsored by the Industry-Education Council of California, National Alliance of Businessmen, San Francisco Unified School District, and Oakland Public Schools. Features a display of materials and projects developed during the Industry-Education Council's Career Education Institute — For further information, contact Rudie Tretton, Center for Global Perspectives, Claremont Hotel, Berkeley, (415) 849-3535, or Walter Smithey at (415) 364-5600, extension 2566.

CTA Building, Burlingame — A conference for Middle School (grades 6-8) teachers, coordinators, and administrators. Watch for registration forms out by February 3 — Contact Walter Smithey at 364-5600, extension 2566, for further information.

6:30 to 10:00 p.m. — Lakeshore Elementary School, 2717 South Norfolk Street, San Mateo — Pre-registration required. Watch for announcements and registration forms — For further information, call Walter Smithey at 364-5600, extension 2566.

8:30 a.m. to 4:00 p.m. — Abbott Middle School, San Mateo — The third annual Mini-Conference is cosponsored by CMSESMC and the San Mateo County Office of Education — Registration is limited to 250. Programs and registration information will be in each school by the middle of January — Contact Walter Smithey at 364-5600, extension 2566, if you need further information.

PUBLIC LAW 94-142

A Foster City management consulting firm has been awarded a three year contract by the Department of Health, Education, and Welfare to establish a Direction Service Model through the San Mateo County Office of Education. The $97,000 grant, one of 25 such awards distributed throughout the country by H.E.W.'s Bureau of Education for the Handicapped, commissions Del Green Associates of Foster City to help San Mateo County school districts implement the provisions of the federal Education for All Handicapped Children Act (P.L. 94-142), to offer information and support to handicapped young people requiring attention for exigencies not covered by the law, and to establish linkages among the plethora of community service organizations in the County. The Model will begin operating January 1, 1978 out of the San Bruno Elementary School District Office, 500 Acacia Avenue, San Bruno, California 94066.

"We're not trying to overlap existing services but to enhance them," emphasizes John Chavez, the project's Resource Service Specialist. "The main thrust of the Direction Service Model is . . . to develop links between the home, the school, the community agency and, by doing so, to meet the unmet needs of family and child."

"Enhancing" already-established programs means, according to the project's objectives, cooperating with school personnel, parents, resource agencies, and service providers to identify and to provide the appropriate services for the exceptional child; maintaining a network of these services; establishing an information, retrieval, and record-keeping system to promote follow-up for children and their families who may have had difficulties obtaining exceptional services; providing a listing and continued update of all service agencies in the area; and serving as a transporter-of-last-resort, in order to assure that children and their families can keep appointments with service agencies.

Typically, the parent of a handicapped youngster will contact the project desiring to know what special education services are available in San Mateo County for his or her child. Often, simply referring such an inquiry to one or more of the public school programs or services already in operation here will be sufficient. But when an exceptional child has a disability requiring special educational attention unavailable in the schools, the Model will not only refer the inquirer to particular private services, but, whenever necessary and possible, also help the parents search for potential financial support sources, such as foundations and community service organizations.

Exceptional children and youth (ages birth to 21), their families, school and agency personnel, and others working with the exceptional are encouraged to use the service. Information, clarification, and direction can be obtained by calling the project headquarters at (415) 952-7878. There is no cost involved.

parameters

PUBLISHED FOR THE PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS OF SAN MATEO COUNTY BY THE SAN MATEO COUNTY OFFICE OF EDUCATION

Published monthly during the school year by the San Mateo County Office of Education's Public Information Office, 333 Main Street, Redwood City, CA 94063; (415) 364-5600, extension 4218, for distribution to teaching and administrative personnel in the San Mateo County schools.

your county office of education

J. Russell Kent, Superintendent
David J. Shepard, Editor
Staff: Susan Ogrey, Kevin Konicek

APPENDIX "J"

LIST OF MEETINGS WITH KEY AGENCIES

SAN MATEO COUNTY

PERSONAL AGENCY RESOURCE CONTACTS

Public Health (Information and Education Coordinator)

Library System - San Mateo County - Information and Retrieval System for all Handicapping Conditions

Infant Program - Poplar Center

Social Service Department

Public Health Nursing Divison

NARC - Project Impact

Community Mental Health

Golden Gate Regional Center

Crippled Children Services

Search and Serve - Sacramento

Develop Center, Handicapped Minors

UCP

Community Council

Infant Program - Del Norte

San Mateo Community Advisory Committee

San Mateo Developmental Disabilities Community Council

Mr. David Shepard, Information Officer for San Mateo County Schools

Dr. Herman Neufeld, Director, Search and Serve Project,
San Mateo County Schools

SAN MATEO COUNTY

PERSONAL AGENCY RESOURCE CONTACTS

Agency Visits	Date
United Cerebral Palsy Association of San Mateo County 1290 Howard Ave. - Suite 306 Burlingame, Ca. 94010	10/19/77
Golden Gate Regional Center 346 Ninth St. San Francisco, Ca. 94103	10/20/77
Development Centers For Handicapped Minors La Esperanza Development Center-Central 69 Tower Road San Mateo, Ca. 94402	10/21/77
San Mateo County Dept. of Public Health & Welfare, Social Services Division, Resource Staff 274 West 20th Ave. San Mateo, Ca. 94402	10/24/77
Public Health Nursing Division 225 West 37th Ave. San Mateo, Ca. 94403	10/27/77
Dr. Herman Neufeld Search and Serve Project 333 Main St. Redwood City, Ca. 94063	10/28/77
National Association For Retarded Citizens Southwest Region 1838 El Camino Real Burlingame, Ca. 94010	10/28/77
Infant Program 515 E. Poplar Ave. San Mateo, Ca. 94401	11/04/77
San Mateo Developmental Disabilities Community Council 222 39 Avenue San Mateo, Ca.	11/10/77
Social Services, District Offices 1024 Mission Road South San Francisco, Ca. 94080	11/11/77
San Mateo Community Advisory Committee 333 Main St. Redwood City, Ca. 94063	11/26/77

Agency Visits (Cont...)	Date
Library System - Information & Retrieval System for all Handicapping Conditions Computerized Community Information Project San Mateo Public Library 55 West Third Ave. San Mateo, Ca. 94402	11/14/77

Telephone Contacts

Society For Crippled Children & Adults Workshop Production Services 858 Stanton Road Burlingame, Ca. 94010	10/20/77
Search & Serve Unit State Department of Education 721 Capitol Mall Sacramento, Ca. 95814	10/21/77
Mr. David Shepard Information Officer 333 Main Street Redwood City, Ca. 94063	11/10/77
Community Mental Health 3864 Middlefield Road Palo Alto, Ca. 94303	11/11/77
Infant Program 515 E. Poplar Ave. San Mateo, Ca. 94401	11/17/77

Wednesday, January 4, 1978

Luncheon meeting with
Mrs. Carol Slavic, President
Board of Education, San Mateo County.

Saturday, January 7, 1978

Conference: Children In A Changing World,
Canada College sponsored by San Mateo
County Office of Education.

Tuesday, January 10, 1978

9:00 a.m. Presentation about DSM
(at their request) San Mateo County
High School. Attendance supervisors
Ocean High School Mr. McCarthy, Principal.

10:00 a.m. - Search and Serve Sub-
Committee meeting.

Information about DSM was submitted to
Ms. Nancy Crabbe, Community Information Center
(Public Library) for the Computerized Agency
Retrieval System.

Wednesday, January 11, 1978

9:00 a.m. Presentation about DSM, Napa County
Community College.

12:00 p.m. Luncheon meeting with the
Early Identification and Outreach Committee,
Developmental Disabilities Council, San Mateo
County.

State Department of Education Preschool
Blind Consultants - Planning meeting
San Francisco, California.

Thursday, January 12, 1978

8:00 p.m. - Presentation to the
Community Advisory Council, Board of Education
333 Main Street, Redwood City, California.

Friday, January 13, 1978

Staff meeting.

Agency Visits Presentations

January 15 - April 15, 1978

On January 16, 1978, 500 Agency Information questionnaires were mailed out. To date, we have received 105 completed questionnaires from various San Mateo County Agencies. This up-to-date information will be used for our McBee Information Retrieval System.

01/17/78 - Mr. Kris Kruger, Director
Mainstreaming Project
San Mateo County Schools
visited the DSM.

01/20/78 - Staff meeting

01/21/78 - 2:00 p.m. - 4:30 p.m. Presentation to the
National Foster Parents Association
Regional Conference, Sheraton Hotel
Burlingame, California

01/26/78 - Orthopedically Handicapped Program
Easter Seal Society
San Mateo County

- Jefferson Union High School
contacted Direction Service Model

- Peninsula Blind Center
San Mateo County

- Poplar Center
San Mateo, Calif.

- United Cerebral Palsy Foundation
Burlingame, Calif.

- Department of Vocational
Rehabilitation

- C.E.T.A.

- Park and Recreation
San Mateo County

- Direction Service Model's
Advisory Committee meeting
1181 Chess Drive - Suite 200
Foster City, Calif.

01/28/78 - Projected activities

Arranging with Crestmoor High School for DSM student placements through the School's Independent Study program Contact was made by Mr. Ralph Marinelly, Coordinator/Sociology teacher, Crestmoor High, North County, San Mateo. Appointment made for February 16, 1978.

Discussion with Ms. Maxine Jackson Ravenswood City School District South County, about setting up an outreach station in the East Palo Alto area once a week.

02/2/78 - Site visit Easter Seal Society Workshop
Dr. John Samples, Director
Ms. Donna Lashgari, Therapist.

02/06/78 - Site visit to El Portal Del Norte School
Met with Ms. Elizabeth Sekreta, Principal
Re: Program policies for admission.

02/7/78 - Visited Poplar Center Workshop and Infant Program
Established rapport with key personnel and parents.

02/8/78 - Jefferson Union High School
Met with Special Educators and Counselors
Re: DSM.

02/9/78 - DSM OPEN HOUSE

02/14/78 - Lunch with Ms. Jackson, Social Worker
Ravenswood Elementary School District.
As a result of this meeting, DSM received three (3) referrals.

02/15/78 - DSM Staff Meeting

02/16/78 - Visited by Mr. Ralph Marinelly,
Crestmoor High School
Re: Student Placements.

02/17/78 - East Palo Alto Community Agency Meeting
Department of Social Services
Narobi College, CHDP/SM County
Salvation Army
South County Mental Health
EPAMC
Planned Parenthood
RCSD
Developmental Center
Re: Cooperative working linkages and the identification of a DSM South County Outreach Office.

02/21/78 - Met with Dr. Benjamin Au-Young Ph.D.
DSM site North County
Mental Health Clinic, (SMCDPHA)
Re: Parent referral procedures.

02/27/78 - San Mateo County Optometrist Assoc.
Dr. Stewart Mann telephoned to
request that a presentation be made
about DSM in March.

DSM joint meeting of directors (L.A., Utah, Oregon,
and San Mateo Staff)
Re: Pre-planning activities for the May Conference.
Received the Alphabetized listing of
all San Mateo County Agencies
San Mateo County Library
Ms. Jane Irby, Director.

03/2/78 - DSM Sign installed.

03/3/78 - Meeting with staff of University of
Michigan.
BEH "Preschool Blind" Outreach.

03/4/78 - Meeting with Berkeley Community Health Providers
Re: Infants, Preschool, P.L.94-142 and DSM.

03/6/78 - Meeting with Community Mental Health,Region 11
San Bruno.
Re: DSM Services.

03/7/78 - Search Sub-Committee Meeting
Hillsborough School District

03/8/78 - South San Francisco Unified
School District
Presentation to twenty-two (22) school
principals and Assistant Superintendents
about DSM.

03/9/78 - Meeting with San Mateo County teachers
Re: P.L. 94-142 and its relations to
the multi-handicapped

03/13/78- Writing and submission of the DSM continuation
proposal/budget.

- Continuation activity of information transfer
from DSM Questionnaire returns to the McBee
Information Retrieval System.

- Visited San Jose State University
BEH Preschool Project
Re: DSM - 94-142 and the preschool child

03/15/78 - San Mateo County
Community Advisory Council
San Mateo County Office of Education
Re: California Master Plan and Search and Serve

03/20/78 - Meeting with National Association for Autistic Children staff
Re: DSM

03/29/78 - Meeting with teachers of San Mateo County
Re: DSM procedures

03/30/78 - 7:30 p.m. Presentation at the
Fourth Annual Information Fair for parents

- San Mateo Union High School
Parent Information Fair
Re: Presentation about DSM

03/31/78 - Visited the Autism Program in San Mateo County
Re: Familiarization of program, content and services

04/6/78 - Meeting with BEH Outreach - INREAL
Re: Infants and the preschool child
"Language Development and Communications Disorders."

04/10/78 - Ms. Edra Robertson
Juvenile Probation Officer
visited DSM
Re: Referral procedures and cooperative linkages.

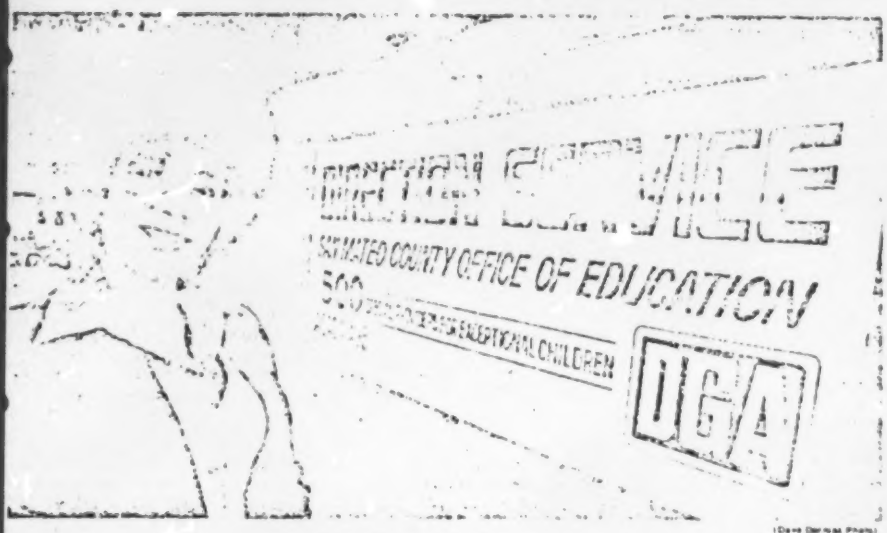
APPENDIX "L"

PUBLICITY, NEWSPAPER CLIPPINGS

Menlo THE TIMES Tuesday April 25 1978

Many Unaware of Services for Handicapped Persons

Program for Implementation



(Dave Darnell Photo)

SERVICES FOR THE HANDICAPPED

Jean Wofford, project director, discusses some of the 1,200 services available for handicapped persons.

By BILL HURSCHMANN

There are some 1,200 services for handicapped persons in San Mateo County, but the average family of a handicapped individual isn't aware of them.

To make those families aware, the San Mateo County Office of Education has established a Direction Service Model as part of the implementation of the Aid to All Handicapped Children Act, federal legislation passed in 1975.

The model, one of only 25 in the United States and two in California, is located at the San Bruno Park School District office, 500 Acacia Ave. It serves all 23 school districts in San Mateo County.

"We're a link," explains project director Jean Wofford. "With all those gaps out there, we're trying to provide direction to families in need and to help them through the maze of bureaucracy. We want to let them know the services that are out there in the county."

Del Green Associates, Foster City, applied and received the three-year grant to provide the model program. Funding for the first eight months was $93,000.

Grant money became available Oct. 1, and the San Bruno center, with its home-like atmosphere in a former kindergarten classroom, opened Jan. 1.

It services handicapped persons from birth to age 21. To qualify, a person must be either mentally retarded, hard of hearing, deaf, speech impaired, virtually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired or have specific learning disabilities.

"Our model is to assist the community and all school district personnel in the county to match existing services to the needs of handicapped persons," Ms. Wofford explains.

She and her staff have developed a resource bank of the 1,200 services available for handicapped persons. Some of these include the Developmentally Disabilities Council, the Easter Seal Society, mental health services, vocational rehabilitation services and physical and occupational therapy.

Referrals to the center, which is open Monday through Friday, 8 a.m. to 5 p.m., can be made by anyone living in San Mateo County. The service is free to all residents.

"Clients usually are referred to us by a school district, or they've heard of us through some source and walk through the door," says Ms. Wofford. "We find many of them to be lost in the system and frustrated. They are fed up with the system. We do a complete evaluation and tell them which services in the county are available, and then make an appointment for them with their selected program."

These are the more difficult and time-consuming cases. The model now handles about 135 telephone calls a month — calls with questions which can be answered over the telephone. There currently are about 48 active cases, which require case studies and follow-ups.

Although she can't support it with statistics, Ms. Wofford says she believes there are about 36,000 persons under 21 in San Mateo County who have handicaps and are either not being served or being underserved.

Ms. Wofford's staff of three full-time persons, plus one full-time volunteer, has expertise in special areas, which allows the model to accommodate all. Mary Ann Newcomb, site coordinator, is a specialist in the area of a typical infant; John Chavez, resource service specialist, is a bilingual Early Childhood Education specialis Poppy Rawley, executi secretary, is from Ton and speaks four language and volunteer Pearl Moor Ms. Wofford say "probably knows mo about the services avai ble in San Mateo Cou than any of the paid staff

The project director sa the North County seems be well aware of the se vices offered, but such un the case in the Sout County. To cure that, she working with the Raven wood School District East Palo Alto to establis an outreach center there.

Ms. Wofford stresse that the program is quality oriented. "We'd rathe serve 100 clients and do thoroughly then serve 1,0 and have nobody happy."

And, she says, at the en of the three-year gra program she'll be able t tell San Mateo Count "what exactly it needs t provide in the way of se vices for handicapped ind viduals."

parameters

PUBLISHED FOR THE PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS OF SAN MATEO COUNTY BY THE SAN MATEO COUNTY OFFICE OF EDUCATION

JANUARY 1978

PUBLIC LAW 94-142

NEW SAN MATEO COUNTY DIRECTION SERVICE MODEL FOR SPECIAL EDUCATION NOW IN OPERATION

A Foster City management consulting firm has been awarded a three year contract by the Department of Health, Education, and Welfare to establish a Direction Service Model through the San Mateo County Office of Education. The $97,000 grant, one of 25 such awards distributed throughout the country by H.E.W.'s Bureau of Education for the Handicapped, commissions Del Green Associates of Foster City to help San Mateo County school districts implement the provisions of the federal Education for All Handicapped Children Act (P.L. 94-142), to offer information and support to handicapped young people requiring attention for exigencies not covered by the law, and to establish linkages among the plethora of community service organizations in the County. The Model will begin operating January 1, 1978 out of the San Bruno Elementary School District Office, 500 Acacia Avenue, San Bruno, California 94066.

"We're not trying to overlap existing services but to enhance them," emphasizes John Chavez, the project's Resource Service Specialist. "The main thrust of the Direction Service Model is . . . to develop links between the home, the school, the community agency and, by doing so, to meet the unmet needs of family and child."

"Enhancing" already-established programs means, according to the project's objectives, cooperating with school personnel, parents, resource agencies, and service providers to identify and to provide the appropriate services for the exceptional child; maintaining a network of these services; establishing an information, retrieval, and record-keeping system to promote follow-up for children and their families who may have had difficulties obtaining exceptional services; providing a listing and continued update of all service agencies in the area; and serving as a transporter-of-last-resort, in order to assure that children and their families can keep appointments with service agencies.

Typically, the parent of a handicapped youngster will contact the project desiring to know what special education services are available in San Mateo County for his or her child. Often, simply referring such an inquiry to one or more of the public school programs or services already in operation here will be sufficient. But when an exceptional child has a disability requiring special educational attention unavailable in the schools, the Model will not only refer the inquirer to particular private services, but, whenever necessary and possible, also help the parents search for potential financial support sources, such as foundations and community service organizations.

Exceptional children and youth (ages birth to 21), their families, school and agency personnel, and others working with the exceptional are encouraged to use the service. Information, clarification, and direction can be obtained by calling the project headquarters at (415) 952-7878. There is no cost involved.

Help wanted

The following agencies have requested volunteer assistance from the Volunteer Bureau/Voluntary Action Center of San Mateo County, with offices in Burlingame, Daly City and Redwood City.

The local telephone number for area residents is 992-0957, an answering service. Residents may also contact the main office in Burlingame at 342-0801, from 9 a.m. to 5 p.m. Monday through Friday.

Planned Parenthood — The next training session for interested volunteers will be held on Jan. 9, 12, 16 and 19, in the morning. Volunteers are needed in the Pacifica and San Mateo clinics as counselors, clinicans, receptionists, public speakers and more. Volunteers are asked to work one four-hour shift per week and interviews are required prior to the training.

Foster Children Scholarship Fund — A typist is needed urgently to assist with typing at home. All materials will be delivered and picked up from the volunteer's home and someone in the Pacifica area would be preferred. The time and hours are flexible and can be arranged.

Employment Development Department — Volunteers are needed for a short term project of assisting in correcting forms. Someone who likes to letter and can letter neatly is preferred, although this not necessary. If you could help for even a few hours it would be greatly appreciated.

Direction Service Model — This organization is an information and referral program for handicapped and special people under 21 years of age. They are seeking volunteers to transfer information to a new filing system in order to provide referral services.

Additional information about these and other volunteer opportunities may be obtained by contacting the Volunteer Bureau at the telephone numbers listed or by dropping by the main office at 119 Primrose Road, Burlingame.

Interviews will be made in Daly City by appointment. A project of the Assistance League of San Mateo County, the Bureau shares in the United Way of the Bay Area and is funded, in part, by the County of San Mateo.

For students interested in volunteer positions, there is a volunteer office located on the campuses of College of San Mateo and Canada College.

APPENDIX "M"

DIRECTION SERVICE MODEL ABSTRACT

SERVICE PROVIDERS FOR EXCEPTIONAL CHILDREN

A SPECIAL PROJECT OF DEL GREEN ASSOCIATES

A B S T R A C T

Del Green Associates has been awarded a three (3) year contract from the Office of Education, Bureau of Education For The Handicapped (OE/BEH) to establish a Direction Service Model through the San Mateo County Schools Office of Education.

The Direction Service Model is one of twenty-five (25) models established throughout the United States to aid school districts in the implementation of P.L. 94-142 and to give information and support to handicapped individuals (birth through twenty-one years of age) and their families.

In addition, the Direction Service Model is charged with the responsibility of establishing linkage across boundaries of community service agencies, specializing in services for the handicapped and their families.

The Direction Service Model has the following objectives,

1. to work cooperatively with school personnel and parents of exceptional children and youth in identifying appropriate resource services to meet their needs.

2. to work cooperatively with all resource agencies and service providers to best meet the needs of all exceptional children and youth and their families in San Mateo County.

3. to establish a network of service contacts, via an active appointment process, on behalf of exceptional children and youth and their families.

4. to establish an information, retrieval, and record-keeping system to promote follow-up procedures for exceptional children and youth and their families who may have had difficulties obtaining services.

5. to have a listing and continued up-date of the status of all service agencies in the area.

6. to provide transportation for exceptional children and youth and their families, when none is available, to assure that appointments are kept with service agencies.

Exceptional children and youth and their families, school and agency personnel, and others working with the exceptional (as defined by P.L. 94-142 and the California Master Plan), can obtain information, clarification, and direction, as to the appropriate matching of services to needs by contacting the Direction Service Model. Anyone may make a referral. There is no cost involved.

The Direction Service Model is located in the -

SAN BRUNO PARK ELEMENTARY SCHOOL
500 ACACIA AVENUE - ROOM #10
SAN BRUNO, CALIFORNIA 94066

TELEPHONE - 952-7878
952-7879
952-7880
952-7881

HOURS - 8:30 - 4:30 P.M.

STAFF - Ms. Jean E. Wofford - Project Director

Ms. Carmen Anthony - Site Coordinator

Mr. John M. Chavez - Resource Service Specialist

Ms. Pearl Moore - Intake Coordinator

Ms. Poppy Rawley - Executive Secretary

APPENDIX "N"

DIRECTION SERVICE MODEL CONFERENCE

AGENDA PACKAGE

AGENDA

Direction Service Working Conference

May 1-2, 1978

MONDAY

8:30	Opening Session Welcome and Introductions - Jean Wofford
9:50	Introduction to Agenda and Context Setting for Small Group Work - Dick Zeller
10:15	Break
10:30 - 11:45	1st Work Session (See Participant Room Assignments in Participants' Packet)
11:45 - 1:15	Lunch
1:15 - 2:15	2nd Work Session
2:15 - 2:30	Break
2:30 - 3:30	3rd Work Session
3:30 - 3:45	Break
3:45 - 4:30	Large Assembly - Facilitators Summarize Day's Work

TUESDAY

8:30 - 9:45	4th Work Session
9:45 - 10:00	Break
10:00 - 11:00	5th Work Session
11:00 - 11:45	Large Assembly - Participants Structure Afternoon
11:45 - 1:15	Lunch
1:15 - 2:15	6th Work Session
2:15 - 2:30	Break
2:30 - 4:30	Participant Structured Sharing

DIRECTION SERVICE WORKING CONFERENCE

May 1-2, 1978

ISSUES

1 How can DS case managers use time more efficiently and effectively?

✓2 How can DS better deal with educational bureaucracies?

3 How does DS relate to the IEP process?

4 How does DS relate to other (non-educational) agencies serving the handicapped?

5 How can DS ensure that it does a comprehensive needs analysis on DS clients?

6 How can DS get faster services for clients (e.g., reduce waiting time for school workups)?

✓7 How can DS best be made known to parents?

8 What are the limits of DS functions?

9 How does DS get parents to needed advocacy without doing it directly (or getting burned)?

10 How can DS find good, quality services?

11 How can DS get client out of a crisis mode of responding and into examining long-range needs and goals? (How do you get parents to do what they can for themselves?).

12 How can DS ensure that clients get to services once a referral is made?

PARTICIPANT ROOM ASSIGNMENTS

	Group A Room # 9	Group B Room # 220	Group C Room # 210
Monday 10:30-11:45	ISSUE #3 Facilitator: Sylvia Cowan Aileen Fisher Wendy Marmont Kris Paxton Sandra Pederson Marshall Peter Dick Yule	ISSUE #2 ✓ Facilitator: John Chavez Carmen Anthony Allan Bietsch Norma English Robert Hanson Karen Lorang Mac Norton	ISSUE #6 Facilitator: Tom Justice Diana Devers Dale Hodkinson Herb Johnson Lupe Munguia Nohl Sandall Jean Wofford
1:15-2:15	ISSUE #5 Facilitator: Dick Zeller ✓John Chavez Diana Devers Dale Hodkinson Lupe Munguia Marshall Peter Nohl Sandall Willy Wyfells	ISSUE #4 Facilitator: Jean Wofford Sylvia Cowan Norma English Aileen Fisher Karen Lorang Mac Norton Kris Paxton Dick Yule	ISSUE #11 Facilitator: Tom Justice Carmen Anthony Allan Bietsch Robert Hanson Herb Johnson Wendy Marmont Sandra Pederson
2:30-3:30	ISSUE #8 Facilitator: Jean Wofford Diana Devers Norma English Aileen Fisher Dale Hodkinson Nohl Sandall Willy Wyffels	ISSUE #1 Facilitator: Sylvia Cowan Carmen Anthony Tom Justice Karen Lorang Lupe Munguia Mac Norton Sandra Pederson Dick Yule	ISSUE #7 ✓ Facilitator: John Chavez Allan Bietsch Robert Hanson Herb Johnson Wendy Marmont Kris Paxton Marshall Peter

PARTICIPANT ROOM ASSIGNMENTS Cont'd.

	Group A Room # California	Group B Room # 226	Group C Room # 240
Tuesday 8:30-9:45	ISSUE #9 Facilitator: Dick Zeller John Chavez Norma English Aileen Fisher Herb Johnson Wendy Marmont Kris Paxton Sandra Pederson	ISSUE #10 Facilitator: Sylvia Cowan Carmen Anthony Diana Devers Lupe Munguia Marshall Peter Nohl Sandall Dick Yule	ISSUE #12 Facilitator: Tom Justice Allan Bietsch Robert Hanson Dale Hodkinson Karen Lorang Mac Norton Jean Wofford
10:00-11:00	ISSUE #3 Facilitator: Sylvia Cowan Allan Bietsch Robert Hanson Dale Hodkinson Tom Justice Karen Lorang Lupe Munguia Nohl Sandall	ISSUE #5 Facilitator: Dick Zeller Carmen Anthony Norma English Wendy Marmont Mac Norton Sandra Pederson Jean Wofford	ISSUE #2 Facilitator: John Chavez Diana Devers Aileen Fisher Herb Johnson Kris Paxton Marshall Peter Willy Wyffels Dick Yule
	ISSUE #4 Facilitator: Jean Wofford Allan Bietsch John Chavez Robert Hanson Herb Johnson Wendy Marmont Willy Wyffels Dick Yule	ISSUE #6 Facilitator: Dick Zeller Carmon Anthony Sylvia Cowan Aileen Fisher Karen Lorang Kris Paxton Sandra Pederson Marshall Peter	ISSUE #11 Facilitator: Tom Justice Diana Devers Norma English Dale Hodkinson Lupe Munguia Mac Norton Nohl Sandall Dick Yule